ATHLETIC JOURNAL

Vol. XXII, No. 7 March, 1942

The Why of the "Y"
Walter J. Hunting

The Straddle Style
Don Canham

The Art of Bunting
M. H. Kent

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VOLUME XXII

The ATHLETIC JOURNAL

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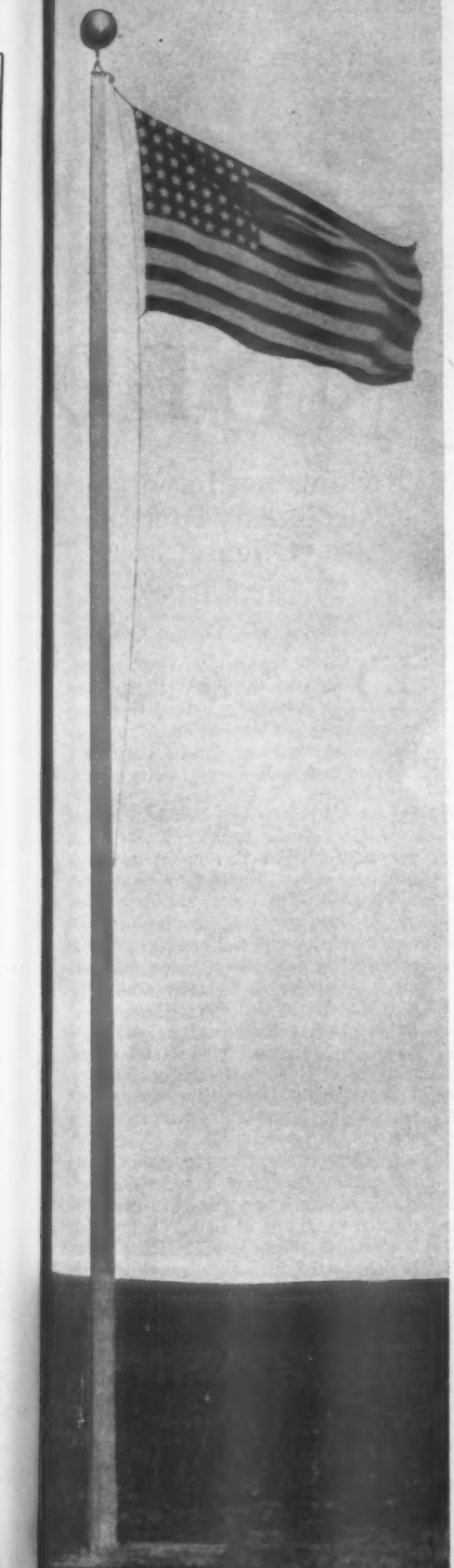

What the Schools Are Doing

The Western Conference

ABANDON athletics? No. Instead, the Western Conference institutions at a recent meeting materially increased their athletic programs.

While maintaining the freshman rule, certain changes were made due to a step-up in the academic schedules of some of the institutions. Instead of a first-year student having to be enrolled an entire year, before being eligible, he may represent his institution upon the successful completion of a year's work. This ruling will permit the competition of freshmen in the later spring sports in those institutions in which scholastic schedules have been advanced.

The football schedule has been increased from eight to ten games to make possible games with service teams. A total of eighteen games will be played with service teams.

Athletics and Physical Education During War Time and Post-War Days

By A. E. Stoddard

Supervisor, Department of Athletics and Physical Education, Central High School, Kalamazoo, Michigan

YOUR article on "Post War Athletics" in the February number of the ATHLETIC JOURNAL, calls to my mind several thoughts regarding interscholastic athletics and physical education in general. While I am thinking largely of interscholastic athletics, the same would be true in large measure for intercollegiate athletics.

If there ever was a time when we needed to keep our athletic programs in colleges, public and private schools, and recreational centers in full force, that time is right now. Purely from a war angle, we need to develop our young men and young women to the highest point of physical development. War is upon us, not from our choosing to be sure, but here nevertheless. The war we are now in is of such magnitude, and waged against such almost fanatical foes, that it becomes a war where either we must rise up in solid formation and in the end come out victors, or else our standards and ways of living, our form of democratic government, our right to free speech, free press, our right to worship as we choose, and all the things we hold dear will vanish and we will live under a dominating force of tyranny. This is a war where all nations desiring to live their way of life and government must stand unitedly together. We either do this and come out victors or else our great ideals go down, never to rise again until long years of hard existence have passed by.

Know this, and this is no guess or prophecy, we in the United States should resolve that no personal gain, no personal advantage, will stand in the way to keep us from standing "shoulders together" until such time as this cloud shall have passed away. We either do this or we sink to a far lower level of existence than the people of the United States have ever known.

In order to do the task which now lies before us, there are many things we need to do. One of them is to keep up the physical condition of our people, particularly our youth. Our programs of health, physical education and athletics are set up on the knowledge that proper physical activity goes a long way in the development of physical condition and in the maintaining of such condition.

Young men are in our colleges now who will soon be at the front. It will be little short of criminal not to keep these young men in the best of condition. In our public, private, and religious schools is a great army of young men, boys who in a few short years will be the men carrying on the struggle for the right to live as we desire. Shall we curtail the activities by, and through which, these boys grow into strong young men who are able to stand the extremely hard life of war times?

Already there are signs of schools curtailing their programs of athletics, health, and physical education. It may be that financial conditions may get to the point where we will have to curtail, or entirely do away with, much of our work. However, let us keep these activities going just as long and just as well as we can.

From every military source I know comes the call to keep our competitive athletic programs going. It is the common statement that boys who have been in competitive sports adjust themselves so much more readily to army, navy, or air service.

While we have mentioned the physical values largely, there is no less the values of morale, courage, quick thinking, good judgment, and team work, coming from participation in our physical education programs, be such activities scholastic or collegiate. These are mighty factors in welding together the whole population of our country, and particularly our armed forces.

No country, be it a Democracy or Totalitarian, can afford to neglect the health

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A WELL-ROUNDED SE

An Outline for Teaching Boys the Fundamentals of Baseball

By Howard G. Mundt

Ward Junior High School, University City, Missouri

MOST boys from the fourth and fifth grades on enjoy playing baseball, though they usually play without much technique or knowledge of rules. By the time a boy reaches junior and senior high school, before if possible, he should be taught how to play correctly. Baseball is one of the few interscholastic sports we have in which a boy can make a livelihood after his school days are over. It is one of the few so called varsity sports that has an enjoyable carry-over, whether the individual is a professional or amateur.

The following is an outline of baseball fundamentals which may be worked out in regular physical education classes and then applied after school hours to boys of superior ability who wish to try for the school team. Some of these fundamentals can be worked on indoors by explanation and demonstration. We begin this type of work in early spring before the weather permits outdoor practice. The boys find it interesting, asking many intelligent questions. We usually wind up our indoor work by a showing of the American and National League films.

I. Batting

A. Explain and demonstrate,

(Continued on page 26)

Defenses for the Bunt

By Morris Kaufman

Mountaindale, New York, High School

NO baseball infielder, regardless of his position, should be satisfied with his knowledge of the fundamentals unless he has acquired the skill of fielding bunts. A bunt is usually attempted when one run is needed to tie or win a game. The result of the game hangs in the balance. However, the advantage should lie with the infielders. First, because bunting against a smart pitcher requires exceptional ability, and secondly, the set-up is usually obvious. Nevertheless, it is often the case that even though the bunt sign has been telegraphed, the infielders miss their man.

Defense for the bunt should start at the earliest possible time, even before a coach has selected his material. All infielders should be taught the proper maneuvers for each bunting situation. In other words, a third baseman would not play in the same spot for a bunt with no men on base as he would if there were two "aboard." Many problems arising during the practice sessions will be solved by the players themselves (the difference between a natural and a "taught" player) but there are still many situations which have set solutions. If a player has to be taught the proper maneuvers, they should come before the player is too far gone. A player trying out for a college team is chosen not so much for his ability to field a ball or to hit, as for the natural ability he has in situations which he faces when the batter bunts. A coach thinks it is sufficient that he teach how to field and how to hit. But the difference between a good player and an average player is not whether he can field or hit but how he can meet and solve these irregular

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Kicking—an Important Part of Any Football Offense

By Edwin R. Snavely

Football Coach, East Stroudsburg, Pennsylvania, State Teachers College

DURING the last two football seasons we have lost three games on our schedule. In 1940 we won seven games and lost one and in 1941 we lost the first two and won the last five. I feel our success has been largely due to good kicking. We have been fortunate in having two outstanding kickers who have averaged between forty and fifty yards per game. The long punt formation is definitely a part of our game strategy.

Up until 1940 I had always coached my kickers according to the orthodox rocker step taught most coaches while in college. Our new style of kicking seems to merit some serious consideration. The pictures on the following pages are of Robert Izer, Lehighton, Pennsylvania, a senior on our team. Our center for these pictures is Kenneth Schaeffer, Reading, Pennsylvania. He weighed only 148 pounds but was our regular center throughout the season.

Our kickers are always ten yards behind the line of scrimmage if our centers are strong enough to get the ball there without too much loss of time. This position is shown in Illustration 1. If the kicker is right-footed, his stance is such that the feet are slightly in a stride position with the left foot slightly forward. A close analysis of Illustration 1 shows the position of the kicker's feet (for a close-up of the same view refer to Illustration 2). The hands are extended forward in a relaxed position. In Illustrations 1 and 2 you can see that the weight of the body is supported by both feet before the ball is passed from the center.

As the center passes the ball, the kicker takes his left foot from the forward position and places it directly backward some

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SPORTS PROGRAM

The Why of the "Y"

By Walter J. Hunting
Denfield High School, Duluth, Minnesota

BEFORE going into detail about the possibilities involved in the use of the "Y" formation as a system of play, may I state that neither this formation nor any other formation will guarantee the winning of championships for a coach. There is something akin to pity aroused in us, as we watch new coaches stick to some formation which they used in college. After a year or so, they wonder why they do not win championships with it. This strict adherence to a system has been the downfall of many a coach. It is not because the formation is fundamentally unsound, or that they do not have strong plays running from it; but rather, because after a short time, opponents begin to know as much about their plays as they do themselves. The element of surprise which all plays must have, regardless of the system used, has been removed; this causes loss of confidence by team members in their own system, and, in the end, places the team members and coach in a losing groove from which it is hard to emerge. It is hoped, therefore, that this article might prove helpful to some who are in a groove or to others who might be looking for a change just to create interest.

Throughout my entire coaching career, I have endeavored to make a very careful study of all formations or shifts used in football. This was done at first, not with the intent that they would ever be used as an offensive measure by my teams, but rather for the purpose of knowing something about what other coaches might use, so that we could more easily set up a defense against them that would actually be effective. I have always contended that the ability of a team to keep its opponents from scoring was the first big step in winning any football game. For a coach to be able to give his team thorough informa-

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The Straddle Style

By Don Canham
Track Coach, Kankakee, Illinois High School

CREDIT for popularizing the straddle style of high jumping must go to Dave Albritton of Ohio State University. In the 1936 Olympic trials at Randalls Island, New York, he leaped 6 feet 9¾ inches to tie Cornelius Johnson for a new world's record. Since that highly publicized exhibition, jumpers, the country over, have at least experimented with the form. In fact, since 1936 five of the seven men who have cleared the phenomenal height of 6 feet, 9 inches, or better, have used the straddle style. Les Steers of Oregon, the present world's record holder cleared 6 feet, 11 inches using the form.

The style dates back to the old California roll, or the so-called barrel roll. There are, however, a number of fundamental differences, and in attempting to discover these differences, Ken Doherty, the Michigan coach, and I tried to make an exhaustive study of this form over a three-year period. In hopes that some of our findings may help some coach or benefit some jumper, I would like to pass them on.

In all of our observations we tried to avoid too much theory, in favor of determining the most practical and simplified method of clearing the bar with the straddle style. Thus, this article includes three different phases; the run, the take-off, and the action over the bar.

The Run

In the straddle style, the angle of approach varies greatly with the individual. Mel Walker of Ohio State, the indoor-record holder, ran from about thirty degrees when he used the straddle style; his

(Continued on page 8)

Broad Jumpers—Take Your Marks!

By Robert H. Pelley
Track Coach, Sprague, Washington

DURING the past two decades, new track coaching techniques have been derived through scientific methods. As a result of this scientific study, new records are constantly being established in all branches of competition.

We have all observed the difficulty encountered by many boys in negotiating their approach marks and the take-off board for the broad jump.

An analysis of our older systems of coaching for the take-off is important in understanding the problem and will serve as a working basis toward a new method which I developed last spring while working with high school and grade school jumpers.

The conventional practice has been to estimate the distances from the board at which marks should be approximately set. The individual runner would then, by trial and error, adjust his marks and alter his stride until he was able to negotiate a reasonably successful take-off. The fundamental weakness here, and the one which I have eliminated, lies in the fact that this altered stride will not result, necessarily, in the natural easy stride of the runner.

To ascertain a runner's natural stride only one thing can be done, that is to transpose his stride upon the runway as he runs toward the board without the barriers set up by temporary marks.

(Continued on page 8)

The method is quite simple. First brush the track free of all foot prints. An approximate starting point may be used, the distance being between fifty and fifty-two feet. Let the man approach the board as he naturally would in making a jump, giving attention to the increase of speed as he progresses down the runway. Upon reaching the proximity of the board, he will jump, totally disregarding the board and using as his take-off that place where his foot falls naturally. This point may be either on the board, beyond the board, or in front of the board. You now have a transposition of the athlete's natural stride. To locate this transposition in relation to the board, measure the distance from the front spike of the take-off foot to the place where it should be on the board. The other marks then may be located by measuring the same distance, in the same direction, from the step you wish to coincide with the mark.

To illustrate, I will outline the entire procedure in concrete terms. Since the 6-4-2 strike system is quite popular among high school jumpers, I will use it in the explanation.

The jumper will start his approach approximately twelve to fourteen strides from the board. He runs down the track with a coast for two to four strides. Then he begins his run, gaining speed, step by step, until he reaches nine-tenths of his full speed at the take-off. It is quite desirable also that the boy exercise a foot stamp on the take-off, since it shortens the stride slightly.

We will say that it was natural for the boy to jump from a point eighteen inches in front of the board. This is ascertained by measuring, after the jump has been made, from a point about one and a half to two inches from the front edge of the board to the front spike marks of the take-off foot.

You will now count back six strides to locate the first mark. Since the transposition is being moved forward eighteen inches, this mark will likewise be moved forward the same distance.

The other marks will then be set by counting back four and two steps respectively and measuring forward in the same manner. Always measure from the front spikes, since the limit at the board is gauged from this point.

After a few practice strokes, this procedure will take about fifteen minutes. When satisfactory marks have been established, the distance of each from the board should be measured and recorded. It is well to re-establish marks several times during the season, since a jumper's stride will be inclined to increase with training and practice.

I have had success with this method and am offering it to coaches to experiment with.

THE STRADDLE STYLE

(Continued from page 7)

team mate, Albritton, ran almost from the front. Les Steers, who has cleared seven feet off a gymnasium floor, started his run somewhere between the two. The most universally used angle is approximately forty-five degrees.

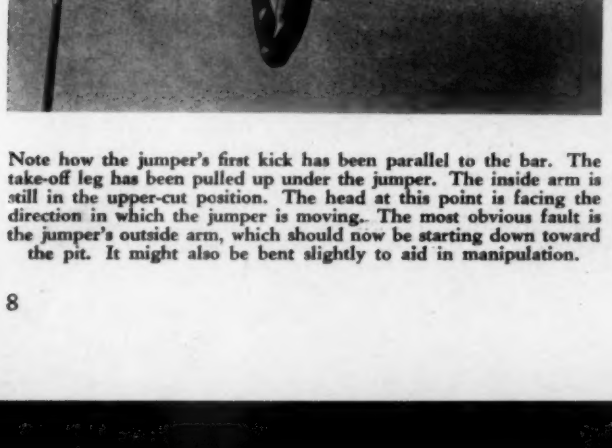
As far as check-marks go, we found that few outstanding straddle jumpers use more than one in their last six steps. In explaining this, Larry Snyder, Ohio State track coach, points out that jumpers, regardless of style, having only one check-mark to worry about can sooner concentrate on their actual jumping effort. Another explanation, of course, is the high degree of relaxation required in this complicated style. The chopping of steps to meet check-marks tends to tie up jumpers.

From movies of ten outstanding high-jumpers, it was clear that, in most cases, the last three or four steps are taken with an increase in speed and that the last two are longer, this being necessary to get the body leaning slightly back at the foot stamp. A fine example of this is Les Steers who starts his run with a hop and step, but lengthens his stride out four steps from the bar and has a smooth increase in speed.

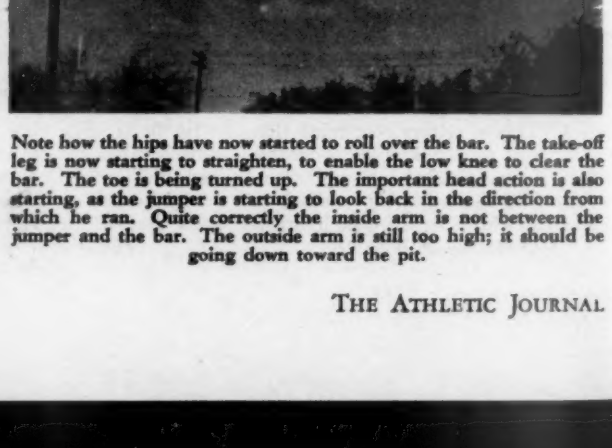
The Take-Off

The take-off, more than in any other style, can make or break a straddle-style jumper, as it is definitely more difficult than that used in the western roll. This is true because there is the natural tendency for the jumper to turn into the bar at the take-off, and as the jumper clears the bar on his stomach with his chest parallel to the bar, he has the subconscious desire to get into position as soon as possible. We found only one straddle jumper who did not make this turn at the take-off. Another thing that makes the take-off so difficult is the jumper's leaning into the bar or dropping too low on his take-off leg. This is explained by the jumper's desire to get that first leg over the bar at all costs.

It was found that there are a number of things a jumper can do to get his body weight over his take-off leg, or to have the weight at least pass over this foot. The first and fundamental requirement of a straddle jumper must be ability to jump the western roll, as the jumper can more easily practice getting his weight over his foot. It is probably advisable for high school jumpers to forget the straddle as they usually develop bad habits and many could jump as high or higher with a good west-



Note how the jumper's first kick has been parallel to the bar. The take-off leg has been pulled up under the jumper. The inside arm is still in the upper-cut position. The head at this point is facing the direction in which the jumper is moving. The most obvious fault is the jumper's outside arm, which should now be starting down toward the pit. It might also be bent slightly to aid in manipulation.



Note how the hips have now started to roll over the bar. The take-off leg is now starting to straighten, to enable the low knee to clear the bar. The toe is being turned up. The important head action is also starting, as the jumper is starting to look back in the direction from which he ran. Quite correctly the inside arm is not between the jumper and the bar. The outside arm is still too high; it should be going down toward the pit.

ern roll. The straddle may be tried later.

The inside arm also plays a very important part in keeping the weight over the foot. It was found that jumpers very often could lift their low shoulder, by lifting the inside arm, as one would in an upper-cut punch, at the time the jumper plants his foot. Hunching the inside shoulder also tends to accomplish the same end.

The First-Leg Action

The kick or first-leg action also plays an important part in preventing the jumper from leaning into the bar. The kick, however, differs from that used in the western roll, in that the jumper should not try to kick over the bar in line with his run, but rather parallel to the bar and away from his angle of approach. This is done for a number of reasons; first, to stretch the jumper out along the bar, second, to pull him over his foot and third to get his take-off in closer to the bar to eliminate broad-jumping. A word should be said about the bent knee in the kick. Many jumpers use a bent knee, and just as many do not. It was observed, however, that jumpers using a bent knee tend to face the bar more, to hunch at the take-off, and to lean into the bar. The straight or semi-straight leg thus seems more practical. Les Steers has about the ideal first leg action. He once mentioned that he kicks at a spot two feet from the far standard instead of at the center of the bar.

The final point in the take-off action is also one of the most important—this is the foot plant. This, too, we found was different from that used generally by western-roll jumpers. Practically every straddle jumper plants his take-off foot almost at a right angle to the bar instead of in line with the angle of approach. Many feel that the former is a fault that straddle jumpers possess, but it is possible that it is rather an advantage, as they seem to be capitalizing on that natural tendency to turn toward the bar, as was discussed earlier.

We can understand how the forward

AS a high jumper at Michigan, Don Canham used the straddle for a number of years with success. In 1940 he held the national co-championship, winning the event at the Drake Relays, Illinois Relays and Butler Relays. He was Big Ten champion, indoor and outdoor for two years. His best competitive jump was 6 feet, 7¼ inches.

motion of the body can leave the line of run, as the jumper turns his chest toward the bar at the take-off, so it should not be hard to understand that, by planting the take-off foot at a true right angle to the bar, the jumper's weight and forward motion will go over his toes, which, of course, is the place, where he can secure most power, instead of over the side of his foot, as it would, if he placed this foot in line with his run. In short, his foot is planted in line with his body motion at the take-off.

Action Over the Bar

The form over the bar in the straddle style is quite difficult as there seems to be so many loose parts. We will take an individual at the height of a jump and attempt to show what the best of the straddle jumpers do with each part, and how they do it. The simplest method of doing away with those loose ends is thus our aim.

The arm closest to the bar that we lift in an upper-cut position was easiest to handle by merely clamping it against the waist at one's side, but much more efficient to swing it behind the back as Dave Albritton did. There are two other alternatives and one "Don't." Some jumpers bring the hand to the side with the elbow back; others like Gil Cruter of Colorado carry the arm away from the body to the rear and let it follow the second leg up. Any of the above actions will make it easier for the opposite shoulder to start toward the pit and thus help roll the hips over the bar. Above all, jumpers should be discouraged from clamping the arm against the stomach between the body and the bar.

The outside arm which has been thrown up and slightly over the bar with the initial kick should remain bent, as it is much easier to manipulate when bent. Too often the jumper straightens the arm and it trails the shoulder over the bar, instead of preceding it, as it should in order to get the chest around and parallel with the bar. At the height of the jump it starts down toward the pit.

The lead leg usually has very little difficulty in getting over the bar, but the second leg clearance is usually more difficult. In fact, it is probably the most difficult phase of the jump. Too often the jumper hits the bar with his knee or foot, or even his upper thigh. It was found that some jumpers have the knack of lifting the whole leg, as Ed Burke of Marquette did, but the majority find another method of getting the leg clear of the bar.

We found that, by turning the toe up or toward the sky and straightening the knee at the same time, the jumper has a far more simple and practical practice. The hip roll is still the most important method of getting the leg over. It is accomplished by a quick roll of the hips that starts at the height of the jump.

The head plays a much more important part in the whole jumping action than most of us realize. It plays a great part in getting the second leg clear. It was found that the head is facing usually upward, or at least forward in the direction the body is moving at the height of the jump. The action is a quick turn of the head downward, back to the take-off. This does two things very efficiently, if done rapidly and properly turned. It makes it easier to drop the lead shoulder (outside), and it tends to turn the body trunk around the bar, thus rolling the hips and lifting the trailing leg.

These actions can only be accomplished by constant jumping, and it is a general feeling that most straddle jumpers have to jump a great deal before the season opens. During the season one or two days a week of jumping, plenty of hurdle exercises to keep the hips loose, and plenty of hard running at the start of the week to keep the legs in shape should produce noteworthy results.

THE WHY OF THE "Y"

(Continued from page 7)

tion about the other team's offense gives his players a great deal of confidence that might prove to be the deciding factor in winning the game.

High school players, especially, are very easily crossed up by their opponents, if they are sent into a game blindly without any pre-game information about what their opponents might be using. If they are given even a general idea of what might be coming, they are better prepared mentally to stop it when it actually comes. This information does not, in any way, tend to be a substitute for the individual playing of any position, but rather as a team defense to be used against certain offenses. The time that I spend each year acquainting my players with possible offenses to be used against us has paid splendid dividends, for we have always had an excellent defensive record.

The knowledge and study of offensive formations have been a great help to me from an offensive point of view as well as from a defensive. I am thoroughly convinced that no certain system or formation will win championships. They are all good, otherwise they would not be used by "big" coaches throughout the country. I can also verify this because, ever since my first coaching days, I have changed my shifts and offenses almost with the wind and have won championships with the "T" formation, the single wing-back, the double wing-back, Notre Dame system, short-punt formation, and finally with the

"Y" formation. All have been used with variation, of course, such as with a balanced or unbalanced line, ends in or out, or with a man in motion, et cetera, but they have never been used in any manner without a thorough try-out, before being actually adopted as a system of play to be used against our opponents in the fall of the year. A coach can always fall back on the plays and formation used the year before, but it is interesting to try something new now and then. Changes keep one from getting into a rut, keep the opponents guessing, and add new interest to the squad. In the final analysis, a variation in formations is really a necessity in a high school where squads change in ability, weight, size and speed from one year to another. It is, therefore, an excellent way to help a coach make the very best of the material that he has. After a little work, it is surprising to find how easy it is to change to an entirely new system and still maintain many of the strong plays that have been used before. The old stand-bys, combined with new ones that fit into the new system, sometimes work wonders.

After considerable experimenting with the "Y" formation during our spring practice in 1941, we definitely decided to use it as our major formation in the fall and won a championship with it the first year. The more we used it against our opponents in actual competition, the better we liked it. New possibilities of its use developed during each game. We found it, first, to be fundamentally a strong formation from which to run plays as soon as the team comes out of the huddle. Second, a man can be put in motion very easily to the right or left and have the ball snapped at any time he is moving (See Illustration 1, player 60). Third, it is very easy to use as an open formation without the opponents realizing it. Fourth, the formation may be very easily changed into a strong single wing-back by simply shifting the two front men to one side or the other. In this change player 60 may start in motion as on other plays, pause in his wing-back position, and player 17 can hip-out from under the center and the ball be snapped at once, or both 17 and 60 may shift at the same time. The quarterback may be turned around facing his backfield on any of the plays or shifts if a coach desires it. This may be done on a few or on all of the plays.

One may ask just what advantage the "Y" has over the straight "T" formation. I have used the "T" and like it, but when it comes to using it with variations and with a man or two in motion as Stanford used it, it presents too complicated a system for the average high school team. This complication is all done away with by moving one of the best backfield men up behind the quarterback and training him to specialize in that position. It simplifies and yet strengthens the entire formation as a system that may easily be used as a straight "Y," with a man in motion, or as an open formation. To me, it is much more flexible and deceptive as a prime or basic formation than other formations, and that is the principal reason why I like it so well.

AFTER serving overseas in an aero squadron during the First World War, Mr. Hunting entered Lawrence College at Appleton, Wisconsin, where he played guard on three state championship football teams in 1920, 1921 and 1922, gaining all-state berths in '21 and '22. He first coached, for three years, at Stevens Point, Wisconsin, High School where he turned out two conference football championships and the state championship in basketball in 1926. After coaching at Stevens Point Teachers College during 1926-1927, he went to Duluth Denfeld High School where he is now athletic director and head football coach. Since coaching in Duluth, he has turned out eight championship football teams and many great athletes, including Ray King and Frank Larson both all-Americans at Minnesota. Unlike many coaches who guard their discoveries well, Mr. Hunting is willing to pass on to Journal readers suggestions about the much-discussed "Y" system.

This formation, like other formations, has its weak as well as strong points. The only apparent weakness that has shown up so far is the use of too many plays from its prime formation without mixing or taking advantage of possible variations. One can see at first glance at Illustration 1, that it is a close, compact formation with its strongest plays of the quick-opening and cross-buck type. Such plays alone would have a tendency to pull in the defense to the extent that defensive players would be able to stop the attack better as the game went on. This objection can be overcome, if full advantage is taken of the formation's flexibility and if the plays are properly mixed.

The accompanying illustrations will give some idea of how the formation and some of its possible variations may be used. Plays may be used either to the right or left by reversing assignments. Definite line-blocking assignments are shown in each of the illustrations with only a detailed account of the actual execution of the plays explained.

Illustration 1 shows the formation as used when the team first comes out of the huddle. It immediately presents a strong system from which a quarterback sneak, quick-opening plays, cross-bucks and pass plays may be used. The ball may be snapped to 17, the quarterback at once, with 60 remaining in his place until the play starts. Plays such as this have a tendency to catch the opponents off balance. An example of this type of play is given in the first illustration where the quarterback gets the ball from center, pivots to his left and fakes, giving the ball to 11. Seventy hesitates and then receives the ball from 17; sixty leads the play and the quarterback carries out a fake around the end.

Illustration 2 shows an end run from the prime formation. The quarterback, 17, gets the ball from center, spins to the right and fakes to 11 who goes on through to block in the secondary. Seventy starts in motion to the right and receives a lateral from the quarterback, 17. The right guard pulls out, and he and 60 take the end in.

Illustration 3 shows a single reverse to the right by 70. Just after 62 starts in motion, the quarterback gets the ball from the center, runs back, hands it to 11, carries out a fake around the end and helps block. Eleven spins with the ball and, after handing it to 70, continues faking back into the line and goes on through to block. The two guards pull out and help run interference. In other combinations of this set-up, 70 drops back to pass after receiving the ball from 11 or 11 retains the ball for a spinner, back into the line.

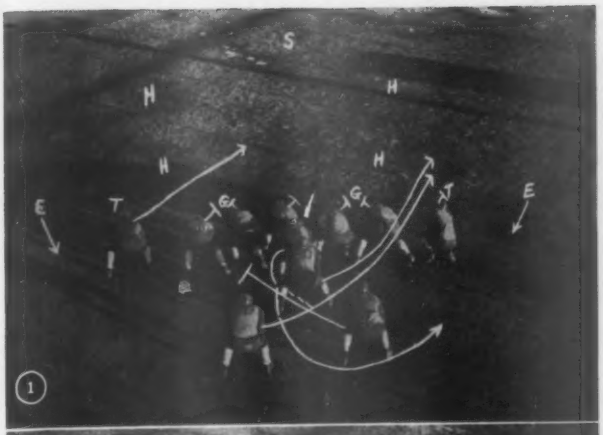
Illustration 4 shows a fake cross-buck with 17 getting the ball, spinning to his left, faking to 70 and 11 and then continuing around with the ball, going just inside the end. Sixty-two starts in motion just before the ball is snapped and takes the end out.

Illustration 5 shows a lateral with a forward resulting from it. Sixty starts in motion from his position behind the quarterback. Just as he runs out and back about eight yards, 17, the quarterback, gets the ball, spins and fakes it to 11 who continues on through for a pass. Seventy runs out to the right flat as the quarterback, 17, runs back and throws a lateral to 60. Sixty then drops back and throws the forward pass. The left guard drops back and protects for 17 and the right guard pulls out and protects for 60.

Illustration 6 shows a double reverse. Sixty starts in motion from his position behind the quarterback. After he is set about eight yards out and four yards back, 17, the quarterback, gets the ball from center, runs to his right and hands it to 60 who in turn hands it to 70. Seventy then continues on around the end with the ball. Eleven starts immediately to block the end in. The two guards pull out to help run interference.

Illustration 7 shows a weak-side single-reverse. Sixty sets himself as in Illustration 6. The quarterback, 17, gets the ball from the center, runs out and hands it to 60 who continues to his left with the ball. Both 70 and 11 run interference to the left along with the two guards who pull out. A nice weak-side pass may also be thrown from this set-up.

Illustration 8 shows a front view of the primary formation from which all plays, shifts and passes are started. The quarterback may face the backfield on some plays.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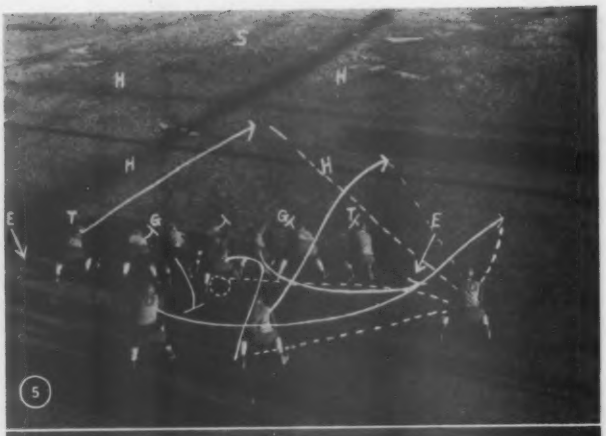
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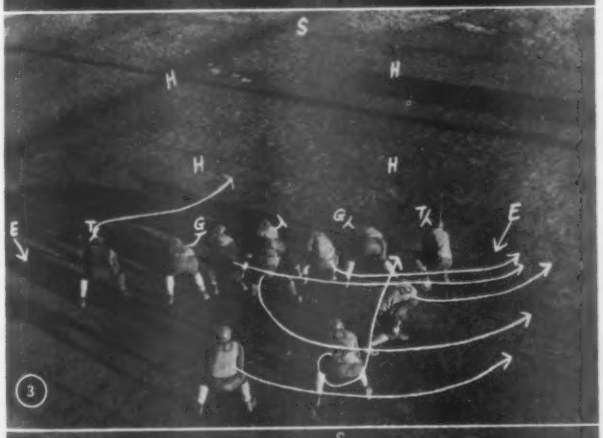
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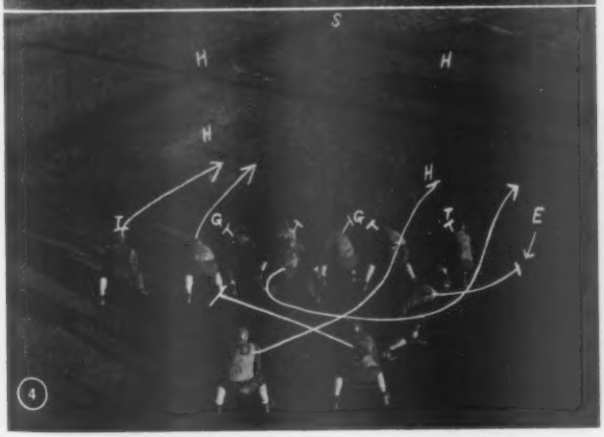
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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

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JOHN L. GRIFFITH, Editor

Coaches in the Service

A GREAT many of the school and college coaches and athletic administrators are serving with the United States Army, some in this country and some abroad. How many of these men are in the service, no one knows. It has been the policy of the army to make full use of men who have had athletic and physical education training, in so far as possible. This means that line officers have been serving as regimental and division athletic officers in the army.

Lieutenant Colonel Ted Bank has set up an officers' training school at Camp Meade and men who have been assigned to the special service branch are being given special instruction in this school. This means, in the main, that they are being given instruction that will help them fulfill duties as army athletic officers.

The Army Air Corps has been employing civilian physical education and athletic men. Mr. James Pixley, former University of Missouri athlete and recently director of athletics at George Washington University, has been rendering valuable service to the Army Air Corps by working out programs and helping select men as instructors.

Last month mention was made of the announcement issued by the navy to the effect that there would be four base centers for men who had entered the navy for flight training. The sites of three centers have been announced: on the Pacific coast, St. Marys College; in the Middle West the University of Iowa; and in the South the University of Georgia. It is expected that the site of the Eastern base center will be announced shortly.

Recently the selection of several hundred college and high school men as physical training instructors in these four base centers was made. It was reported that more than five thousand coaches and others applied for this kind of work. Those who are accepted will be commissioned and, it may be added, that in a great many cases the men who enter this service will receive pay cuts which entail a distinct sacrifice on their part.

It may be properly assumed that the athletic men who, through the years, have been helping the boys in the schools and colleges prepare themselves for life's activities by toughening their bodies, by hardening their wills, and by developing their competitive spirit, will render an incalculable service to the nation in this crisis by helping train navy flyers. Already the navy has nicknamed the cadets who will be trained in these base centers "The American Commandos."

When the history of this war is written, it will be recorded that the athletic coaches of this country made a contribution which was of no small value in the tremendous effort that the American people made in winning the Second World War.

The War and School and College Athletics

IT is crystal clear that we have been committed to a tremendous war undertaking and, until this war is ended, no American citizen should properly have but one major objective and that is the objective of helping to win the war. In order to win the war we must have air superiority, and air superiority over the Pacific Ocean, the Mediterranean Sea, and the Atlantic Ocean means that we will have to have more planes and pilots than any of us ever dreamed would be needed by this country for any undertaking whatsoever.

This does not mean, of course, that we will not also need submarines, tanks, battleships, and other implements of war. It however, is not our purpose to discuss these items which properly should be left to the military and naval experts. The point we are trying to make is simply this, that rules, regulations, procedures and traditions regarding our athletic contests that bulked large in the past, today pale into insignificance when we think of the bigger things that confront us.

In other words, if we are considering whether we should abandon our freshman rule in the colleges or not, we should first of all ask ourselves this question: "In what way is this matter affected by the war situation?" That is, the interests of the athletes, the coaches, the educational institutions, should not enter into our considerations except so far as these matters affect the war situation.

This is not a time for selfishness but rather it is the time for patriotic unselfishness and sacrifice. We are sure that there will not be many coaches who will put their self interests first during this crisis, and those who do make the sacrifice will not have to regret any small or unpatriotic action on their part.

Industrial Competition

COMPETITION is the foundation principle of the free enterprise system. President Cutten has said that without competition the race would stagnate. We might modify that statement by suggesting that the reason why we have had the highest

standard of living of any people in the world and have been the greatest producing country in the world is because we have enjoyed free competition.

Mr. Donald Nelson in a radio address recently said, "We Americans love competition—the matching of will and skills in sport and trade." He was talking about the production schedule for industry and was explaining the plan that he had worked out designed to stimulate production of war materials. Speaking on that point he said, "Here in this plan, we have in effect the greatest competition of all time in which the wills and skills of American industry, men and management can really make freedom ring around the world."

If Mr. Nelson can carry out his plan, and we are sure that he can, because his speech indicates that he understands Americans, then by and through the competetive system we will have the planes which are necessary to give us air superiority.

The idea of competition is basically American and we in athletics cannot claim credit for having produced and been alone responsible for the development of the spirit of competition, but we can maintain that we have played a part by inculcating the love of competition, by sports and through them, in the minds and hearts of our boys.

It is this spirit of competition that will win the war and Mr. Nelson is to be congratulated on realizing that Americans will respond to a competitive urge but they cannot be driven like dumb oxen to a task. The more appeals that are made to all that is best in American men, the more quickly will we get the war spirit which is necessary for the winning of this war.

Athletics Our Safeguard

FROM time to time in the last twenty years we have called attention to the growth of the socialistic philosophy in our country. By socialism we mean all of the theories of government which lead to autocratic rule by the state. Men may quarrel about the good or bad qualities to be found in Communism, Naziism, and Fascism. So far as we can see, one of these systems of government would be as repugnant to us Americans as another.

Some may wonder why we should discuss these things in an athletic magazine. That is a fair question and it calls for an answer. In the first place, Socialism or Communism or Naziism, in the last analysis, are the antithesis of athleticism. By athleticism we mean amateur athletics and especially the amateur athletics that are sponsored by the educational institutions in the United States. If the time ever comes that we have state socialism, there will be a decline in school and college athletics. We are not selfish in wanting to preserve our athletic system because we believe that our athletic philosophy, as we have pointed out many times, correlates very closely with our American philosophy of life. It is clear that free athletics flourish in a free state and do not prosper in a slave state.

In this short editorial it is not possible to discuss the many reasons why there has been a steady and definite drift toward collectivism in the United States for a number of years. We will mention just two factors. Before the schools were secularized, the teachers, whether they were Protestant, Catholic or Jewish not only believed in a God, but directly or indirectly in their teachings taught that all good things came from a divine Being. When religion was taken out of the schools, and this occurred twenty or more years ago, the young people began more and more to believe that all good things came from the state. It is safe to say that this generation of young people look more to the state for bread, jobs and protection than did the earlier generations.

Not only have we come to depend on the Great White Father for all the good things in life, but, as a result of the depression we, like the people in other countries, have looked to a strong man to fight our battles and carry our burdens for us. This phenomenon is to be expected any time when the people go through a depression. At any rate, there can be no challenge to the statement that we as a people for a generation, at least, have been drifting steadily toward state socialism.

Recently, a university president stated publicly that, following the present war we would have lost our system of free government and would have some form of state socialism instead. The same day that this president was speaking in the East, a university professor in the West stated that the student leaders in the colleges and universities today were looking forward to some kind of collectivism as a better way of life than the old American way of life, and that same day a noted commentator prophesied that we were going to proceed more rapidly toward state socialism than we had been proceeding for a number of years.

These men and the hundreds of other students who are thinking along similar lines may be wrong, but it may be that we have advanced farther toward state socialism than we think.

We have before mentioned the fact that there are approximately 50,000 men and women engaged in some phase of physical education work in the United States. If all of these men and women believe that the free enterprise system is worth saving, they could be a tremendous force working to that end.

We are not alarmists and we have faith in the American people. We need to realize, however, that the people do not suddenly decide to have a socialist or a competitive system of economics. The change in Germany was gradual. The drift toward collectivism, however, was so pronounced that the people finally voted for their strong man, Hitler, hoping that he would alleviate their suffering and bring about a new era that he talked about so much.

The people of the United States see how foolish the collectivist idea is when and if applied to athletic competition. They know that handicapping the champions, for instance, would not help the non-athletic type of boys to become strong. They realize that, in a foot race, you should not hold the speed of the fastest to that of the slowest as a means of helping the slowest. They are not so sure, however, but that some of the socialistic philosophies might work in the field of economics.

The Portland Interscholastic Athletic Insurance Plan

By Eldon I. Jenne

Director of Health, Physical Education, and Recreation
Portland, Oregon, Public Schools

IN the spring of 1938 Dr. J. H. Rossman was elected to the Board of Education for School District Number One, Portland, Oregon. He soon became interested in the health of high school athletes participating in interscholastic athletics.

Dr. Rossman requested the Multnomah County Medical Society to appoint a committee on school health and suggested that he would like this committee to make recommendations for the proper care of high school athletes from the medical viewpoint.

The School Health Committee was appointed and began to function at once. In September 1938 the Committee sent the following letter to Dr. Rossman:

Dr. J. H. Rossman,
Board of Education,
School District Number One,
Portland, Oregon.

Dear Dr. Rossman:

The following report embodies the initial recommendations of the Medical Committee on School Health, with sole reference at this time to the health of high school athletes.

The premise upon which this report is based is that the health of high school athletes means the health of all the students, male and female, engaging in all types of athletics. While some sports are more hazardous than others, the problem must be attacked in relation to all sports and must consider all students participating in all sports.

The Multnomah County Medical Society is intensely interested in this problem and can provide whatever medical care is necessary. The Society is anxious to see as complete and as progressive a program established as is possible and believes that such a program would provide the following:

1. A competent examination before participation in a sport.
2. Elimination of the physically unfit either permanently or until the disability has been corrected.
3. First-aid facilities available on the field for the hazardous sports.
4. Elimination of the injured from practice or game participation for as long as is necessary to insure a maximum of permanent recovery.
5. Pre-game inspection, and medical care provided for football contests.
6. Records of injuries kept and reviewed from time to time to ascertain results and discover ways and means of improving student health.
7. After care by a physician chosen by the family.
8. In case the injury created a dental problem, the same type of care as in item (7) by the family dentist.

The first difficulty encountered by our medical committee was, and is, to find some one to deal with. It seems that each high school athletic association is an individual unit, acting more or less independently of the other associations except for general principles. This difficulty prevents our committee from going ahead with our studies and recommendations, or perhaps it would be more proper to say that our committee can find little enthusiasm for contacting each athletic association relative to the present proposals and future modifications. We feel that before any headway can be made and held, we must be able to deal with a unified organization. In other words, a committee representing the interests of the combined schools can work with committees representing the medical society and the dental society and can accomplish the ultimate goal, whereas, under present arrangements we feel the task would prove tedious and the outcome doubtful.

Therefore, we recommend as the first step in this program that the various high school athletic associations be unified in some manner so that the above progressive program can be worked out in equal fairness to all participating in athletics in all high schools in Portland.

Very truly yours,
MULTNOMAH COUNTY MEDICAL SOCIETY,
COMMITTEE ON SCHOOL HEALTH.

It should be explained here that in May of 1938, just previous to Dr. Rossman's election to the Board of Education a new Department of Health, Physical Education, and Recreation was organized and a new director employed to head this department. The creation of this new department was a part of the reorganization plan as recommended to the Board of Education by Superintendent of Schools, Mr. Ralph E. Dugdale. It united two formerly separated departments of Health and Physical Education into a single administrative unit. Superintendent Dugdale assigned to the director of the department in addition to the regular health and physical education duties, the direct control and management of high school athletics. However, the actual financing of the program was still handled by each high school. So a gradual transition was taking place in a democratic manner relative to the conduct of interscholastic athletics. A member of the health and physical education staff was appointed as athletic director by the principal of each high school. This man acts as an adviser to the Director of Health, Physical Education, and Recreation in all matters pertaining to athletics; and together with his principal is held responsible for the proper conduct of athletics in his school, according to the rules and regulations that are set up on a city-wide basis.

The School Health Committee of the Medical Society, the athletic directors, and the director of the department met and discussed the committee recommendations. The eight-point program, as outlined by the committee, was accepted. So that the program might start functioning, the Multnomah County Medical Society agreed to examine all football and basketball boys free of charge. This they did in the fall semester, 1938, taking care of items (1), (2), (3), (4), and (5), embodied in their recommendations. This was the first time that all Portland high school athletes had been examined, before being allowed to participate in athletics. Items (6), (7), and (8), were taken care of if desired by the athlete himself, through hospital associations and similar organizations. In case of injury, if the athlete were insured, he was cared for by these organizations. He could not make use of his family physician under this plan, and many athletes were not insured at all. The athletes of the eight high schools paid $3392.00 for this type of insurance service during the school year 1938-1939. This plan of insurance was never satisfactory and in case of serious injuries, parents usually insisted that the family physician be called in, which was an additional cost to them.

When the new school budget was adopted for the year beginning January 1, 1939, it contained items of $1100 for examination of high school athletes, $300 to provide for medical service at football games, and $1000 for the insurance of the high school athletes, making a total of $2400. This was the first step in set-

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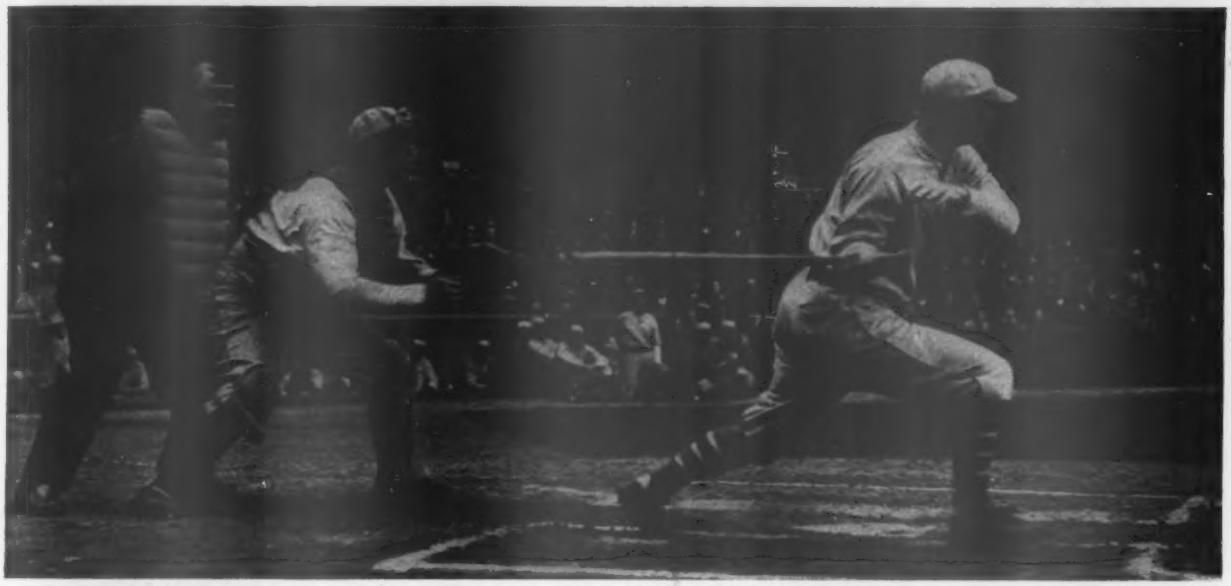

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ting up financial backing for the health committee's recommendations.

Early in 1939, it was suggested to Assistant Superintendent J. W. Edwards that the relationship of the Board of Education to the athletic program should be the same as their relationship with other phases of the school program; that the program of athletics is a definite and integral part of physical education and should receive satisfactory financial support, involving adequate provisions for facilities—indoor, and outdoor—transportation, personnel, equipment, instructional supplies, and the replacement and repair of equipment and supplies, all under sound business procedure. Mr. Edwards discussed this proposal with the high school principals, and they unanimously adopted the following recommendations, which were passed by the Board of Education on May 25, 1939:

(a) That the Board of Education place the administrative authority for the conduct of the interscholastic program under the jurisdiction of the Superintendent of Schools.

(b) That the Superintendent of Schools delegate the executive authority in all matters pertaining to interscholastic athletics to the Director of Health, Physical Education, and Recreation.

(c) That the Board direct the Business Office to establish and maintain a standardized procedure for the collection and disbursement of all receipts from athletic contests, said procedure to be under the jurisdiction of the Superintendent in co-operation with the Department of Health, Physical Education, and Recreation.

By this action School District Number One set up the complete centralized control of athletics.

Beginning with the football season, in the fall of 1939, the complete program as recommended by the School Health Committee was put into effect. We had a gentleman's agreement with the four hundred and fifty doctors of the Multnomah County Medical Society and the four hundred dentists from the Portland District Dental Society that they would take care of all athletic injuries up to the amount of $300 for any one case, excepting that coverage would not be provided for:

1. Bacterial infection, including athlete's foot, except pyogenic infections which shall occur with or through an accidental cut or wound;
2. Hernia or rupture;
3. Any kind of disease;
4. Injuries received prior to the date of this agreement.

Each student participating in the interscholastic athletic program for this school year paid a compulsory insurance fee of $2.50 for football, and $.50 for any other sport. In case of injury they could choose any member of the medical or dental society to take care of them. Thus the remaining items (6), (7), and (8) of the Medical Society's recommendations were put into effect.

The Medical Society set up a schedule of doctor and X-Ray fees and stipulated that:

The schedule of medical fees payable for all treatments shall be identical to the schedule of fees set up by the Oregon State Medical Society in their pamphlet published by authority of their Council, in 1934, less twenty-five per cent. This schedule is identical with the State of Oregon Industrial Accident Commission schedule.

Bills from physicians other than those belonging to the Multnomah County Medical Society were recognized in the case of emergency.

The Dental Society also set up a schedule for dental fees using the Oregon State Accident Commission dental fee schedule.

This first year was largely an experimental year. The insurance rates of $2.50 for football, and $.50 for every sport per athlete was set up to bring in about $3300, which it was hoped would be a sufficient amount. However, injuries were numerous, many were of a major type, as an inspection of the tables will show.

The Medical and Dental Societies, however, had an agreement that if, after paying the hospital bills, there were not sufficient funds on hand to pay all approved medical and dental bills, including X-rays, physio-therapy, and laboratory fees, such bills should be paid, pro rata up to the extent of the funds available for the school year ending in June, 1940.

As a result of the first year's experience, the Medical Society Committee made the following recommendations for the 1940-1941 football season:

1. The fact that football is the most dangerous of the competitive sports, has caused the societies to put special emphasis on the care and treatment of the football players. Of the 766 boys turning out for football, 294 of these boys were injured badly enough to require attention of a physician or dentist. We believe a large number were due to lack of rain at the beginning of the football season, causing playing fields upon the beginning of fall practice to be in a very hard condition. It is our recommendation that these fields be soaked continuously for at least two weeks before the beginning of the football season.

2. Many of the boys returning to school in the fall, in turning out for football are not properly conditioned physically before scrimmage sessions were begun. It is our suggestion that no scrimmage be allowed until at least one week and possibly two weeks of preliminary conditioning and exercising have taken place; special emphasis should be put on ankle exercises.

3. Although no weekly record was kept during the past season of the exact time injuries occurred, from questioning many of the students who were injured, we find that in many cases injuries occurred after a long practice session or in the final period of the game. It would be our suggestion that the total amount of scrimmage and period of time a boy can play in athletic games be limited. Fatigued athletes become more easily injured than fresh ones.

4. Because of infections occurring after accidents, it is our suggestion that each boy be required to furnish himself, on turning out for football, at least two clean towels; these should be laundered daily. We have found on investigating that in some cases athletes have not been furnished with towels, and it is very important that this phase be watched very carefully.

5. Our attention has been brought to the fact that some students, particularly in regard to knee injuries, have been allowed to participate in football games where, in the opinion of the family doctors, this was entirely inadvisable. Therefore, during the coming year, it is our suggestion that no boy be allowed to participate where medical histories make such participation inadvisable. Twenty-five boys were hurt seriously enough so that in the opinion of the Committee they should not be allowed to participate in football for medical reasons. Case histories of these injuries should be taken up with the coaches, and the boy's parents, if necessary, to explain how future participation in sports may result in permanent disability.

6. A special survey should be made this year to determine the exact cause and time each boy is injured to determine whether these injuries are due to coaching or conditioning, showing the correlation between the school and type of athletic injuries, that is to determine if some particular type of injury is common to certain schools.

7. That each team participating in football games be required to go through at least a three-minute warm-up period at the beginning of the game and at the beginning of the second half.

8. There is a wide variance in the ages of boys playing football. A boy eighteen or nineteen years old is much better developed physically than a boy fourteen years old, and athletic contests should not be permitted where there is too wide a variance in either age or weight of competing players.

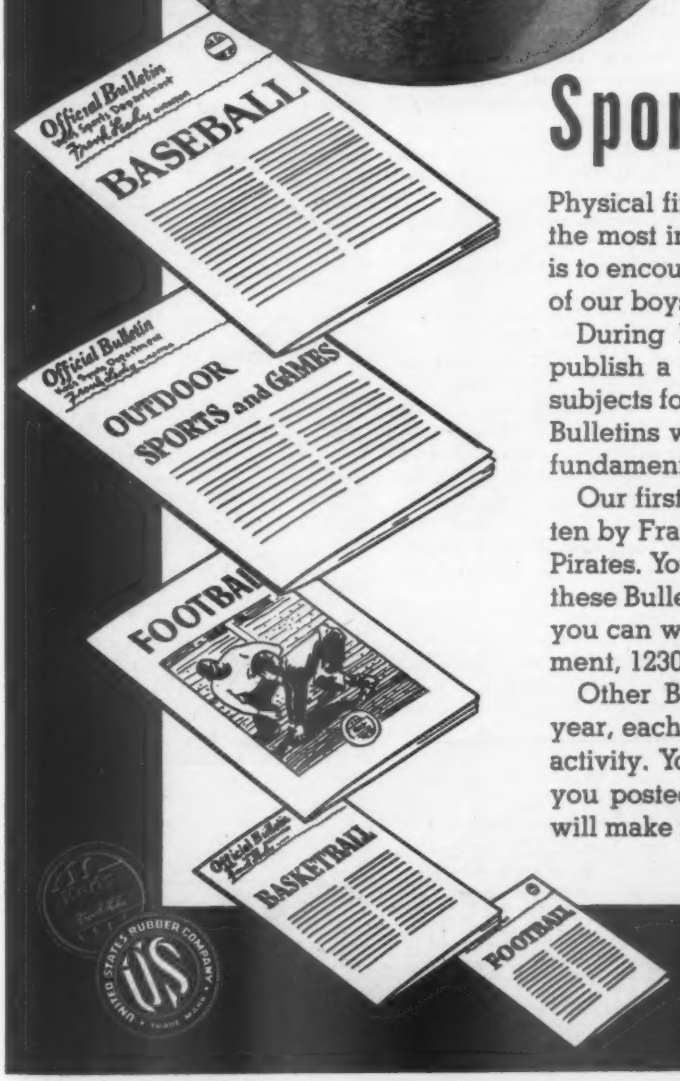
9. In schools where the turn-out for football is small, it is questionable whether these teams should be allowed to fully participate by the reason that small squads having no reserve players

(Continued on page 38)

A message to you from Frank Leahy about the Keds

REG. U.S. PAT. OFF.

Sports Department



Physical fitness is the demand of the day. One of the most important jobs which we all have to do is to encourage an interest in athletics on the part of our boys and girls.

During 1942 our Keds Sports Department will publish a series of Bulletins on various athletic subjects for free distribution to youngsters. These Bulletins will be written by leading athletes and fundamentals of play will be emphasized.

Our first 1942 Bulletin will be on Baseball, written by Frankie Frisch, Manager of the Pittsburgh Pirates. Your local Keds Dealer will gladly secure these Bulletins for the members of your squad, or, you can write directly to the Keds Sports Department, 1230 Sixth Avenue, New York City.

Other Bulletins will be published during the year, each devoted to a popular game or athletic activity. Your local Keds Dealer will gladly keep you posted regarding the later Bulletins, if you will make this request to him.

Frank Leahy

UNITED STATES RUBBER COMPANY

THE ART OF BUNTING

By M. A. Kent
Baseball Coach, Northwestern University

BUNTING is always something of a problem, from high school baseball to the majors. Even major league teams have patches of bunting troubles.

Of course, college ball players do not bunt as skillfully as the professionals, but they probably succeed more with it because college pitchers are easier to bunt against and college infielders are not so good defensively as the professionals.

The college players' bunting troubles come in three ways:

1. They try to bunt a bad ball. That is hard to do if there is something on the pitch. It is often hard for the collegian to remember that the more the pitcher is in the hole, the more chance the next pitch will be a fast ball and over.

2. They do not get into the correct position soon enough to bunt. This is explained in the following picture series.

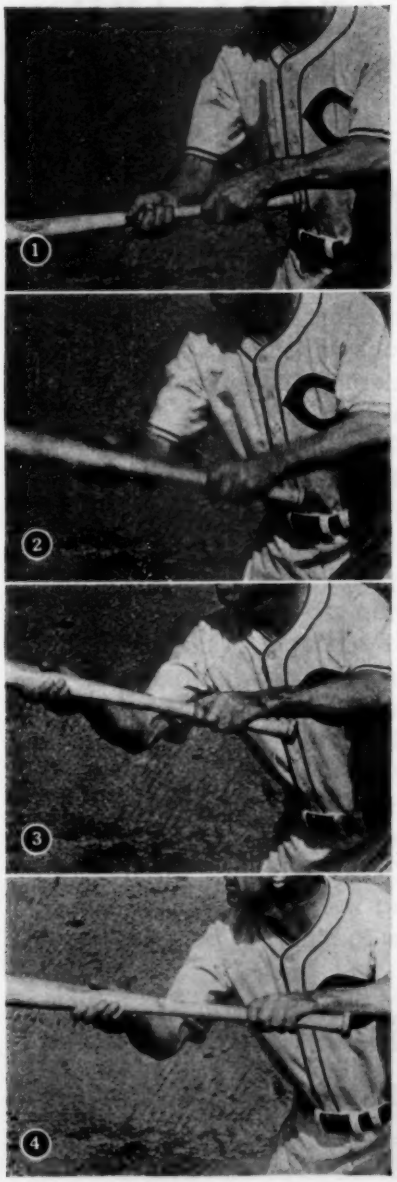
3. They are so intent on beating out the bunt that they break for first base too soon. This causes a sort of jab at the ball and consequent failure.

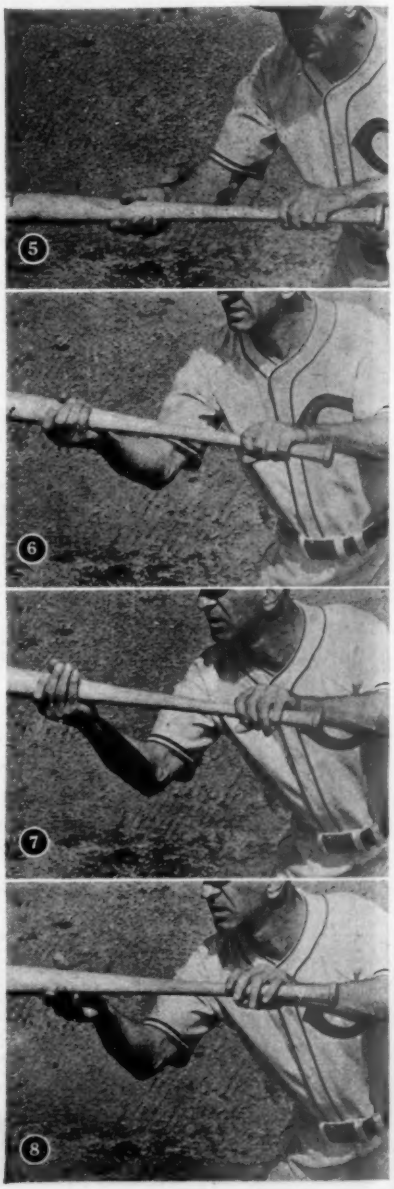
The accompanying pictures illustrate good major league bunting. They bring out some of the essential points of correct bunting form.

In the series of illustrations (1-8), Roger Peckingpaugh, former manager of, and now vice president of the Cleveland Indians demonstrates the grip. In the first four illustrations, the so-called tight grip is used. This, however, is a misnomer, as even in the tight grip, the bat is held loosely. The batter's natural grip, as shown in Illustration 1, is a slight spread; Illustration 2 shows the right hand sliding down the bat. The fingers are open, permitting the bat to rest in the cup of the hand.

In Illustration 3, the right hand is as far down the bat as the batter desires it to be. The fingers close around the bat loosely, while the left hand has been brought around so that the back of the hand is facing up. In Illustration 4, the bat is parallel to the ground and to the left arm. The bat should always be kept parallel to the ground; any change in elevation to meet the ball should come from the body which is raised or lowered.

In Illustrations 5 to 8 the loose grip is employed. In Illustration 5, the right hand has been moved down the bat and is in the same position as shown in Illustration 3. The bat is gripped in Illustration 6 so that the bat rests in the back





For this series of pictures the ATHLETIC JOURNAL is indebted to Lew Fonseca of the American League Film Bureau, 310 South Michigan Avenue, Chicago. The pictures are taken from the new American League film, "The Ninth Inning." This 35 mm. film is available to schools, churches and organizations which have sound projectors. The only obligation is express charges both ways. The prints were secured through the courtesy of the Chicago Film Laboratories.

Sports Aid Preparedness

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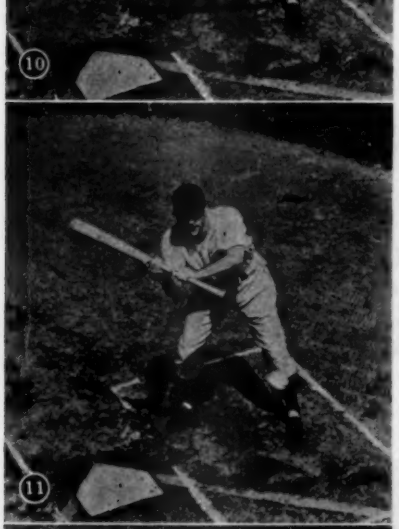

of the palm against the thumb. In Illustration 7, the thumb of the right hand is released from the bat as the fingers start to release the bat. The left hand is relaxed similar to that used in gripping a pool cue. In Illustration 8, the grip is completed and the batter is ready for the ball. The bat gives in the hand, thus deadening the impact of the ball, keeping it from bouncing back to the pitcher or infielders.

A Bunt of an Outside Ball Down the First Base Line—Illustrations 9-16

Illustration 9. The batter has taken his regular hitting stance. It is a good model. Note the ease and balance of the hitter. His weight is well distributed between his feet, possibly a little more on the back leg. Most college hitters do not stand so far away from the plate. Note the left elbow is well up and away from the body.

Illustration 10. The batter has shifted into his stance for the bunt. He does this the instant before the pitcher releases the ball. Of course, it is a tip-off to the infield and they move in to meet it. The batter does not worry about this. His job is to dump the ball down and advance the runner. Beating the bunt out is secondary.

The batter has stepped up and in towards the plate wtih his back foot. He has crouched, shifted both hands up the bat, spread them a little and has changed the palm grip to a light finger grip. He has the bat well forward and is watching the ball intently as it comes in. College hitters fail in this shift. They often are too slow and do not have the bat well enough forward. The ball is on top of them before they are ready.

Illustration 11. Apparently the pitcher is giving the batter a high outside ball to bunt; the batter has straightened up a little and has raised his bat. The picture shows how he is really watching that ball.

Illustration 12. The instant of meeting the ball. As it is a high outside ball, the batter is properly bunting it down the first base line. He is not trying to get a running start, just to get the ball down safely. He is not shoving the bat at the ball, but is letting the ball bounce off the bat. He is even letting the bat move back just a little to deaden the impact.

Illustrations 10, 11 and 12 really show the important part of bunting, and the action indicated in picture 10 is the hardest for college hitters to get.

Illustration 13. The batter is starting for first. He is transferring the bat to his right and is leaning into his start.

Illustration 14. The batter is still in the action of getting away. The bat is a little nearer the discard. The batter is getting his weight forward for that first stride. It is just the mechanics of a sprint start from a more awkward starting position.

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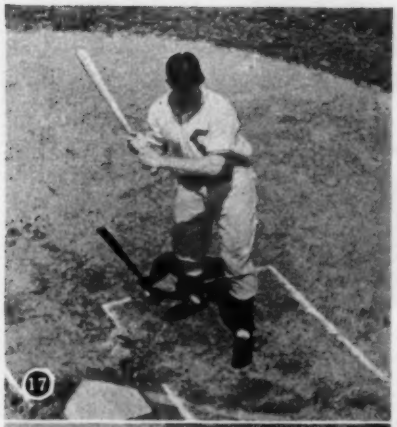
CUP BAT



College hitters are often anchored too long after the bunt.

Illustration 15. The bat is discarded and from now on it is a case of sprinting. It looks as though the batter had stepped back a little with his left foot. This would not be in accord with a correct spring start, but if he has bunted the baserunner along, we can forgive him.

Illustration 16. He is on his way. He will run it out hard. Although he knows that his first job is to advance the baserunner, if he can get to first safely, it is so much more "velvet."

A Bunt of an Inside Ball Down the Third Base Line—Illustrations 17-24

The action in general corresponds to that of the bunt down the first base line. There are some slight and very natural differences.

The batter here has not crouched so much as in the other series. This is due to the fact that he is bunting a high inside ball.

The batter shifts both feet, first the right, then the left, to get into position as shown in Illustration 18. This is also due to the fact that the pitch is high inside and the batter instinctively wants his feet closer together.

The batter takes a short grip on the bat, again because of the high inside pitch. He does not have to reach across the plate.

Defense for the Bunt

(Continued from page 6)

situations. Average players can be had for a dime a dozen but good players are scarce.

A bunt is used for two purposes; one, as a sacrifice to advance a runner, and two, to put a batter on base so that he may become a threat. In either case, the type of bunt used is twofold: (1) the drag bunt, a ball pushed just slow enough to keep out of reach of the infielders and (2) the sacrifice bunt, a ball hit for the sole purpose of advancing a runner.

The Catcher

A catcher must be instinctively trained to watch the batter's feet or position of the batter's hands to determine whether or not the bunt sign is on. If so, a prearranged signal is sent out to infielders so that they can "lay" for the bunt. Or if a bunt is expected on a squeeze play, the catcher calling for a pitch out will almost always catch the runner in his attempt to steal second. A catcher can not expect to play a sacrifice bunt because it is usually too far out of his reach. But he can be expected to play a drag bunt, should the batter fail to push his ball beyond a

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By
L. B. ICELY, *President*
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We know that good and abundant equipment is vital to your efficiency. We know that on your efficiency rests the prestige that enables you to write on the minds and hearts of American Youth the only peace terms worthy of the Nation's great sacrifice.

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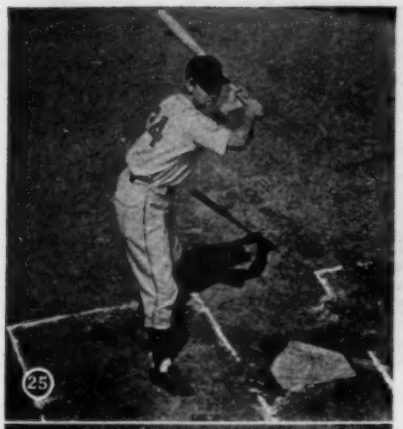

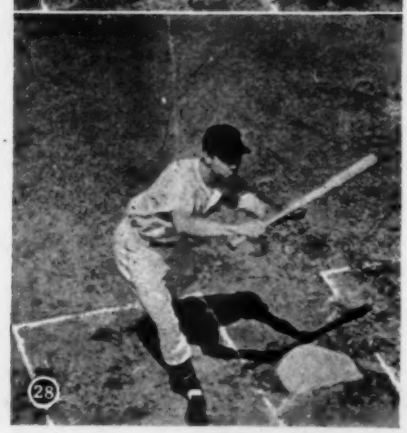

The Drag Bunt

The two preceding series of illustrations showed the sacrifice bunt down the first and third base lines. The drag bunt shown in this series is a definite offensive maneuver by which the batter attempts to get on base. The drag bunt is worked effectively by both right- and left-handed batters, although the latter has a decided advantage.

The play is particularly effective against a pitcher that is slow in covering first base. When the infield plays deep, a fast runner will find the play advantageous.

In the series of illustrations 25 to 32, Clarence Campbell of the Cleveland Indians is the batter. Campbell stands deep in the batter's box, a stance he always employs. His hands are spread apart with his body leaning toward the first base. The bunt is a perfect pivot, Campbell pulling the ball around and dragging it down the first base line.

---

point fifteen feet from home plate. There is little chance to put out the runner if he recovers the ball beyond that point.

The Pitcher

The pitcher is the most important player on the team, controlling about 60 per cent of the defense activities. One of the best defenses a pitcher can use against the bunt is to keep his pitches high so that the ball will have to be hit from the bottom rather than from the top. In this way, the chance for a fly bunt with a subsequent double play is in the making. The pitcher must learn to hold his runners as close to their respective bases as possible. A favorite trick used successfully by several former high school pitchers to prevent a runner from gaining too much headway on the base paths is as follows: With a runner on first base, the pitcher takes his usual stand off the rubber, waiting for his sign. He throws to first base in an attempt to catch the runner and, at the same time, takes several steps toward first base to meet the return throw. The baseman returns the throw to the pitcher who, taking one or two steps toward the rubber, immediately whirls and catches the runner off his base. The runner, finding his ego challenged the first time the pitcher throws, is willing to meet the challenge by trying to take more of a lead off the base as soon as the pticher's back is turned.

When a pitcher finishes his pitch, he should have his feet and body set so that he can move to either side or forward with the hit. A sacrifice bunt is usually placed out of the reach of the pitcher so that he has only to master the fielding of a drag bunt. His body stance should give him the agility necessary for getting into position to field the bunt and for throwing

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to first base. No throw to second should be attempted. The pitcher should play for one man. On a drag bunt used to bring a runner home from third, the pitcher playing the ball must make his throw low and fast so that the catcher will have to make no unnecessary movements to catch the sliding runner. On a drag bunt or a sacrifice bunt to first, the pitcher covers the base.

The First Baseman

All infielders should know what they are going to do when and if each situation arises. For a drag bunt along the first base line, the first baseman should be in on the play as fast as he can. If left handed, the baseman should play the ball from the right side and if right handed, from the left side so that an under-handed snap throw may be used. The first and third basemen should be cautioned not to wait for the ball to roll foul. Frequently such a situation makes either baseman look ridiculous when there might be a probability of putting the batter out. On a sacrifice bunt, the first baseman plays up on the grass and, if pulled away from his base, throws to the pitcher or second baseman who is covering the base.

Second Baseman—Shortstop

The second baseman and shortstop do not take any part in the actual fielding of the bunt but play an active part in the defense set-up. Unless they carry out their assignments, the effectiveness is limited. The second baseman should play up on the edge of the grass so that he can make the run over to first base to cover the first baseman. The shortstop does likewise with the third baseman. On a sacrifice bunt toward first, the shortstop covers second base and on a sacrifice bunt toward third, the second baseman covers. With a runner on third, the shortstop should keep on his toes to cut off the run, should the ball elude the pitcher or third baseman. On a run down between third and home, the shortstop backs up the third baseman, while the pitcher backs up the catcher, running the potential scorer back to third base.

The Third Baseman

When a player designates his desire to play third base, he is asking for responsibility. The fact that he is the nearest infielder to the batter adds to that responsibility. He must play back to get the hard hit balls and yet be ready to come in fast to scoop up the bunt. On a drag bunt, with a man on first, the throw should be to first. Very seldom will there be a chance to force at second, especially if the hit-and-run play is on. On a sacrifice, however, an attempt at a double play may be tried. The coach should set up a system of defense which will give the third baseman the knowledge necessary to execute the play. With men on first or second or a man on second, only with a definite system will the baseman know whether he is to play the ball or drop back to hold his base and let the pitcher try to make the play.

Only constant practice, both on the field and in all "skull" sessions, will bring about less errors, less entanglements and more victories. The results will not always appear in the score book but will be obvious when opponents are fearful of trying to bunt, lest they fall victims to the effective defenses which meet each situation.

An Outline for Teaching Boys the Fundamentals of Baseball

(Continued from page 6)

1. Choosing proper type of bat.
2. Arm positions.
3. Foot positions.
4. Trunk positions.
5. Stance in batter's box.
6. Parallel swing and follow-through.
7. Grasping bat. Advantages and disadvantages of,
   a. End grip.
   b. Open grip.
   c. Choke grip.
8. Starting properly for first base after hitting the ball.

B. Batting Faults,
1. Too long a stride.
2. Toes pointing in too much.
3. Incorrect arm position.
4. Not meeting the ball in front of plate.
5. Lunging at ball.
6. Grip on bat too tight.

C. Bunting,
1. Explain and demonstrate,
   a. Use of bunt
      (1) As a sacrifice.
      (2) As a try for a hit-drag bunt.
   b. Shifting of feet and hands after the ball has left the pitcher's hand.
   c. Starting to first base after bunting.
   d. Placement of bunts.
   e. Proper method of holding the bat.

II. Throwing,
A. Use of mimetics.
1. Correct arm position.
2. Follow-through.
3. Shifting of weight.

(Continued on page 46)

TRAINERS JOURNAL

SECTION

NATIONAL ATHLETIC TRAINERS ASSOCIATION

MARCH, 1942 No. 7

Official Publication
Of the National Athletic
Trainers Association

Keeping Your Key Boys in There

Lil Dimmitt

Modern Basketball as Viewed from the Training Standpoint

Dr. Wilbur Bohm

Dr. Wilbur O. Bohm, Trainer
O. E. "Babe" Hollingbery, Football Coach
Washington State College

THE TRAINERS JOURNAL SECTION

Official Publication National Athletic Trainers Association

March, 1942 No. 7

Officers National Athletic Trainers Association
For 1941-1942

President, Lloyd Stein, University of Minnesota
1st Vice-President, John Kelly, New York University
2nd Vice-President, Henry Schmidt, Santa Clara University
3rd Vice-President, Wilbur Bohm, Washington State College
Executive Secretary and Editor of Trainers Journal, Bill Frey
Office of Publication, Iowa City, Iowa

Annual Meeting of the N. A. T. A.

AS the time set for our annual meeting (two divisions) approaches, we have more information for you. As announced previously the Eastern division will meet at the time of the Penn Relays. Frank Weichec of Temple will have charge of this meeting. The Western division of the Association will hold its meeting at the time of the Drake Relays in Des Moines. The Fort Des Moines Hotel has been selected and the time will be announced in the April issue. Lloyd Stein, the president of our Association, will direct this meeting.

The agenda include the election of officers, president, first vice-president, second vice-president and third vice-president. The secretary-treasurer and the present trustees continue in office. Because of the necessity of two meetings, all nominations for the officers should be mailed at once to the home office. The financial report of the association will be presented at both meetings.

The discussions following the business sessions will be open to all athletic trainers and coaches interested in training problems. Those men, whether members or not, planning to attend either of the meetings should advise the home office at once.

Conference Chairmen

IN last month's issue twenty conference chairmen were announced. Two more acceptances have been received. Lil Dimmitt, Texas A. and M., will represent the Southwest Athletic Conference and Davis Sandlin, University of Chattanooga, accepts the appointment as representative of the Dixie Conference. Members of the National Athletic Trainers Association are urged to consult the list of conferences as published in theFebruary issue. If your conference is not represented communicate with us and offer your services. The athletic trainers of each conference are to be called together at the time of the various spring track meets.

UNDER THE SHOWERS

THE author of the article *Keeping Your Key Men in There,* Lil Dimmitt, is probably one of the best known figures in Texas athletic circles. After attending Southwestern University he took a fling as cattle ranchman, serving later as mayor of Georgetown. He resigned that position in 1923 to become head coach at Beaumont High School. He continued in that position with the exception of one year when he coached at Lamar Junior College until 1935 when he went to Texas A. and M.

IN accepting his new position as chairman of the North Central Intercollegiate Conference, A. D. Dickinson writes, "I am more than willing to do anything within my power to further this important work which, at the present time, seems to me more important than ever before." Dickinson is head coach of track at Iowa State Teachers College and is also interested in the training program there. You trainers in the North Central Intercollegiate Conference will find him willing to help you in any way he can, so do not hesitate to write him for information.

IF you ever have anyone bursting into your training rooms, wearing a big broad smile and start to work on you regarding the Trainers Association, you will know it is big Jim MacDonald, head trainer of Western Michigan College, and recently appointed chairman of the Central Collegiate Conference. James A., as he is known on the college campus, has worked every spare moment to extol the virtues of the association and has every reason in the world to believe that his work has not been wasted. Your editor eagerly awaits the spring of every year because of the annual visit of James A. at the home office here in Iowa City. A firm believer in the fundamentals of training and willing to admit always that perhaps the other fellow has a better way of doing things has made MacDonald one of the popular trainers in the association.

FROM up in the land of the "Black Bears" comes a man who in years of actual training can not be matched by any one. The association feels very grateful in his acceptance of the chairmanship of the Maine Intercollegiate Athletic Conference. We present Stanley M. Wallace, head trainer and intramural director of the University of Maine.

Taping for "Hamstring" Tears

By Bill Frey
Secretary-Treasurer, National Athletic Trainers Association

IN the lesson last month on the massage of the thigh, I cited a specific case which had come to my attention, that of Fred Wolcott, the great hurdler. Having received a muscle injury the preceding week in the Kansas Relays, he was taped for the hurdle event at the Drake Relays. Wolcott has run a great number of races since, so we may safely conclude that the bandaging not only protected the muscle from further injury in that meet, but helped the muscle return to normalcy.

The injury commonly called "hamstring" is a painful one. It appears in the group of muscles known as the hamstring group. It is rarely found in athletes participating in football, basketball or baseball, but occurs frequently in track.

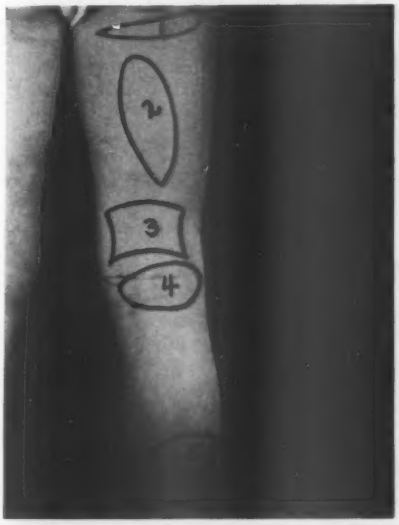

Illustration 1

High School Trainers Lesson No. 7

The injured athlete will not be able to get full extension of his leg; there may be a pulling sensation directly back of the knee, but more often it is noticed in the area designated by 2 in Illustration 1. Immediate swelling and discoloration may be noticed in this area, although the latter may not appear for two or three days.

The athlete will recover entirely from this injury, even if he be left entirely alone, for rest is the best thing for muscle injuries. The trainer, however, may perform a distinct service here and help make the athlete available for competition at an early date. Emphasis must be put first of all upon the fact that the boy must not be returned to competition befor the injury is sufficiently healed to prevent a further or permanent injury and he must be properly taped.

In following the instructions on the taping of these injuries, the trainer should have the athlete lie flat on his stomach.

In Illustration 1, the area marked 1 is the point of attaching the bandage. The section marked 2 shows the area injured; section 3 designates the area with the most pain. Section 4 marks the area just back of the knee cap. It is possible that a section of tape will have to be run from the area marked 5 to that marked 1, using binders below area 4 and above area 3, making sure that the knee is flexed a little during the process of applying the tape.

In Illustration 2, note the letter A. The line drawn under this letter shows the relationship of the start of the bandage to the knee cap as this line runs directly across the leg back of the knee cap. This illustration further shows the seven strips of overlapping two-inch tape which should be applied from the outside of the thigh toward the inside.

The strips of tape shown in Illustration 3, overlapping and crossing each other, run along the muscle structure of the leg. Starting with tape 8, on the outside of the leg, apply the tape as numbered, pulling each strip in an upward direction across the first seven strips shown in Illustration 2.

Overlapping strips 18 to 25 inclusive should be applied as shown in Illustration 4.

Illustration 5 shows the binders at the top and bottom of the taping.

Care should be taken that they are loose enough for comfort.

Illustration 2

Illustration 3

Illustration 4

Illustration 5

Keeping Your Key Boys in There

By Lil Dimmitt
Head Baseball Coach and Trainer, Texas A. and M. College

WRITING from the viewpoint of coach and trainer, I believe I may state that worry over injuries to the key players causes me more gray hairs than even my money troubles cause, and I imagine that the rest of you trainers are in about the same frame of mind as I am.

Although I have assistants in the Aggie training room, I personally tape the ankles of every boy who needs to be taped. Past experience and knowledge of the boys and their weak spots, have taught me that I had better do the job myself. Charley-horses, bruises and other injuries also come under my personal supervision and the minor ailments go to my assistants. No scratch on a boy is overlooked when he comes off the playing field.

All players on any A. and M. team must pass through the training room after they take their baths so I manage to get a quick look at them to see if they show any signs of injuries. If they do, I order treatment and, if there might be something needed beyond the average training room treatment, I either take them or send them to the college hospital for examination by the college physician. At Texas A. and M. each student pays a fee of five dollars for hospital service. This works out nicely for a trainer and relieves him of any worries about the cost of medical care.

Heat Treatment

Since I have found that heat treatment is doing more for our injuries than ointments and liniments, we have several lamps in the training room. These are supplemented by diathermy lamps at the hospital and, in stubborn cases, I send the boys there for the more intensive treatment.

Last year we got through a rough football season with very few ankle injuries. I attribute that fact to the rule I have, that every player shall have his ankles taped or wrapped each day in the week, be it game day or practice only. I find that more injuries come in practice than in actual games, although the fan in the stands thinks that the only time boys get hurt is in games.

Each summer I teach courses in treatment and prevention of injuries at coaching schools and one of my favorite questions is, "Do you take as good care of your players for practice as you do for games?" When I first started the courses I found that many high school coaches did not tape their boys for practice but did so for games. Most of them relied upon the common ankle wraps to do the job five days a week, with the result that each week they had some of their boys hurt before game day. I *strongly* recommend the same caution for practice as for games. I hope that other trainers also emphasize this to their players.

Need of Good Equipment

Another point on which I am insistent is proper equipment, shoulder pads, thigh guards and blocking pads. Too often, to save money, coaches use equipment which has been broken down and offers little protection to their players. Pads are used which rub sores on the shoulders; that kind of pads are discarded, if I have anything to say about it. It is just as important to take care of your substitutes as it is to protect your stars, but invariably it is to the lesser lights that improper equipment is given. The team star will complain, if he is not given most anything he wants, and he generally gets it, at the expense of the other fellows who take what is thrown at them without complaint. To guard against poor equipment being used, check it over yourself and then keep an eye on the player's hips, thighs and shoulders when the boys show up in the training room. Bruises and sores will appear and "shout" that your boy has improper equipment.

On the matter of headgears—those which have been broken down through constant use should be scrapped along with the poor pads. Too often players get head injuries which might have been prevented, if they had had proper helmets and not merely something to put on the head, because the rule book prescribes that helmets must be worn at all times.

Perhaps many of you recall how some of the boys used to like to show their toughness by throwing their helmets aside. It was the trainers who wisely got that rule into the code which prescribes that all players must wear head guards at all times while the game is in play, including attempts for conversions. So insistent am I on this point, that most of the Texas Aggies wear their helmets from the time they go to the practice field until they return to the dressing room. One boy wisely summed up that rule, "The book says I have to wear it all during the game, so why not get used to the thing by wearing it all the time I am on the practice field."

That particular boy won letters in four major sports last year, and no doubt will repeat this year, since he has won two already. In addition, he holds the heavyweight boxing championship of the school. He has been in my training room less than any man in the seven years I have been at Texas A. and M. That boy realizes his worth to his teams and takes pains to protect himself. He never dodges trouble, for he made several all-American selections last year, and ranked third nationally in the number of passes caught, leading the Southwest Conference, where they throw plenty of them. In basketball he has been right near the top each season and has been picked on the all-Conference basketball teams and named the most valuable of the Aggies each season. His care of himself has been the means not only of keeping him in top shape to reach the heights he has, but also has had a decided effect on the others on the team.

Many injuries received by athletes are exaggerated in their own minds and, if they receive the least bit of sympathy or pampering, they are almost certain to get the idea that the injury really is worse than it actually is. In this connection I say— don't sympathize with them and, above all, be firm in what you say to them.

I have seen players who have been "kid-
above all, be firm in what you say to them.
veloped a fever before night and lay in a hospital for days. For that reason I never tell them, even in a joking way, whether or not the injury is serious. Worry is apt to prey on their minds and when it does you have lost a player.

First of all, be absolutely certain that the players are not seriously hurt before you order them back to the field. A quick examination for breaks or sprains may not show the seriousness of an injury. When there is the least doubt, send them to the physician for an X-ray picture or at least for an examination under the fluoroscope. This will give you another check on your opinion before saying a player is fit for service.

Co-operation of Coaching Staff

At Texas A. and M. I have a very happy arrangement with our coaching staff. I never go on the field and tell them how to coach any team, and they never tell me how to take care of the players. If a boy is hurt while working under their coaching, they never diagnose the injury but send the boy to me or send into the training room for me, if I am not present on the field, a place I generally am when there is hard scrimmage in progress.

None of our coaches make any suggestions in the presence of a boy as to how he should be treated. If there is any question in the mind of a coach, he will see me later, when we have no audience. The coach's word is law on the field and the trainer's should be the same in the training room.

He is the man who can make or break a team. If he sends out injured players to the coach, his is the responsibility, if that boy receives a further injury which may cripple him for life, simply because he was afraid to back up his judgment and say, "That boy is not in physical shape to play today."

The lowest ranking freshman in athletic ability on our squad gets just as much consideration in my training room as any of the outstanding stars of all-American fame. Perhaps at times, I have appeared quite worried because this or that all-American might not be in shape for the coming game, but I may say that a severe injury to some seventh ranking substitute has caused me more worry. That is the way I firmly believe all trainers should feel toward the athletes entrusted to them.

We give a standing invitation to all high school trainers and coaches to submit to us any training questions they may have and, if at all possible, we send off the reply by return mail. At times we have sent our replies by telegram. Looking at it from a selfish standpoint, we college coaches and trainers should bear in mind that all the future college players come from the high schools and anything we can do to help keep boys in shape will help us out later, when many of them will be under our care as freshmen or varsity players. This interest and co-operation, furthermore, cement the feeling of good will between the college and high school coaches. We hope this interest on our part helps to keep injuries to a minimum, which, after all, is the most important thing for us to consider.

Each summer approximately two hundred Texas high school coaches attend the free coaching school offered at Texas A. and M. and it is not unusual for fifty or more of them to ask me to give them special lessons in treatment and prevention of injuries and to show them how to tell good equipment from bad. All of that information is given willingly and without charge and I only wish that more coaches would make me work harder so that their boys can play harder in the season to come.

An injured player is no good to any coach on game day and the way for a trainer to have him ready for that day is to pay more attention to him on the other days in the week which do not seem so important.

Home Massage and Exercises

By Bill Frey
Secretary-Treasurer, National Athletic Trainers Association

THE importance of massage in the treatment of athletic injuries has not been given the emphasis to which it is entitled in the modern training room in our high schools and colleges. If massage is important enough to be considered necessary in restoring muscle tone in cases of infantile paralysis, then certainly it may be used to advantage in healthy muscles, fatigued only from over-exertion due to hard workout or, as is more often the case, to too long workouts.

In the profession of boxing, massage plays a very important part. Each daily workout is followed with a good rub-down. The six-day bicycle riders have regular massage at each time-out. The roller skate derby contestants have regular rub-down periods. Even race horses have men who do nothing else but give them rub-downs. Nevertheless, I have heard coaches and trainers remark that a good rub-down will make a "sissy" out of the athlete.

Massage of the Ankles

Since in every sport the ankles are subjected to great stress and strain, it is well to build them up to the greatest strength possible. During the build-up, the possibility of building up the arches should not be overlooked. Broken arches may be braced, but to replace the muscle tone that they have lost, there is nothing better than exercise. Before the strain is put on the ankles, they should be massaged (Illustration 1) for a few minutes. This may be done by putting the foot on a high stool, so that the foot is within easy reach of the athlete's hands. Using both hands, one on each side of the ankle, he should put the stress on the thumbs, massage along the side and back of the ankle bone, over the instep and along the bottom of the foot (Illustration 2).

Simple Exercises for the Feet and Ankles

For building up the strength of the ankles and for correcting bad arches, the athlete may sit on the floor or rubbing table with his feet in a natural position. Then he should push them as far forward as possible, give them an extra inch-forward-push and pull them back toward him. This exercise may be repeated fif-

Illustration 1

Illustration 2

Illustration 3

teen times each day or even more often.

For exercising the bottoms of the feet, they may be rolled back and forth over the surface of a half pint milk bottle. They should be rolled rather than pushed.

Picking up marbles with the toes is a simple exercise, so simple that it seems childish, but the fellow who does it has stronger arches and feet than the ones who stand by laughing at him.

For strengthening ankles, arches and the calf muscles, the following is one of the best. Place a book, about an inch and a half thick on the floor. Place the toes on the edge of the book, making certain that the heels of the feet are on the floor. Raise the heels from the floor, without taking the toes off the book, elevating yourself as high as possible on your toes.

Exercise for the Knees

Following the massage for the knees as given in last month's issue use this exercise. Attach with skate straps a pair of old flat irons or burned-out electric irons to the bottom of the feet. Lie on your back and ride an imaginary bicycle, using the same full swing motion you would if riding a bicycle (Illustration 3). The weights will seem light at first but after fifteen times of this motion you will know that they are sufficiently heavy to give you just enough resistance to make the leg, knee and hip muscles work to their full extent.

This exercise will do a fine job of building previously injured knees back to normal strength but, if used with the idea of building healthy joints and muscles to greater strength, many an injury will be prevented.

Illustration 4 shows the correct massage for the muscles of the calf. Use both hands, gripping the muscles firmly; work the hands back and forth across the entire surface of the calf.

Illustration 4

Modern Basketball as Viewed from the Training Standpoint

By Dr. Wilbur Bohm
Athletic Trainer, Washington State College

UNDER the tip-off system, the big man was a necessary asset to the championship aspirations of a basketball team. By controlling the tip-off, a ball club could play a possession game, and hold down the scoring to the extent that it was not appealing to the spectators. The modern game, more interesting to the spectators, has been responsible for the stimulation of the "click of the turnstiles" and that is what causes the "watchdog of the exchequer" of the athletic department to grin from ear to ear, since he foots the bills that enables a sport to be carried. The modern game of basketball scores again.

Larger Squads Necessary

Today the small fellow has a chance and is not forgotten. His value to the team has increased, so, naturally, there is an incentive for the player of smaller stature to turn out. With the importance of more frequent substitutions, large squads must be carried; this coincides with the athletic program of today which is stressing "athletics for all."

The University of Oregon's national championship team in recent years, had two short players in Anet and Johansen, and we wonder if they would have had the chance to develop and display their ability, had the old-style game with the center tip-off survived. With more chance for men of shorter stature to play, we find more candidates out for the team. Hence, we find more individuals getting the benefits of exercise gained through participatin in some play activity. This is a big value at this time, especially since we hear so much criticism regarding the lack of physical fitness today. The little man finally got an advantage, and the tall player suffered no serious handicap when the rule change was made.

Today, I think we find more players realizing that they have to be in better physical condition to play the modern game than the game of old. The improved condition means less chance of injury from carrying the increased load of exercise that has resulted. This point also stresses the importance of the basketball player having a thorough physical examination before the start of the season. I am sure that more players especially at the high-school level are having a complete check-up before the start of the playing season. On the whole, we are more certain of the physical condition of our players today.

Even though a coach has a squad limited in numbers, and would not be able to make substitutions as often as he would like to, he can handle the situation by conserving the energy of his players whenever possible and by slowing down the game when the opportunity arises.

I have talked to all of the boys on our varsity squad, most all of whom played at least one year in high school before the rule change was made. They as a group feel that they have much more fun playing the game today. That is another argument for our modern basketball.

A Great Amount of Running Involved

In the last Idaho versus Washington State College basketball game, Captain Kirk Gebert wore a pedometer. Being a guard and playing as he does, he runs only slightly over one-half of the floor, whereas a forward covers the full length of the floor after each basket and goes down on offense. Kirk ran slightly over three and one-fourth miles and played less than one-half of the game. From this we can see the amount of running involved and the necessity for frequent substitutions as too long a period of continuous play would be hard on a boy. The referee blows the whistle frequently in this style of game and the boys get intermittent rest periods along with the five time-outs permitted per game. This gives ten rests that they did not get in the old type of game.

The items that I have enumerated seem to me to be the ones most important in discussing the advantages of the modern game of basketball from the viewpoint of the athletic trainer.

Warming-Up

By Edgar Stansbury

Department of Physical Education
Western Kentucky State Teachers College
Bowling Green, Kentucky

(Continued from February issue)

AT THE outset of exercise, the coordination among the skeletal muscles, the nervous system, the heart, and the lungs is affected entirely by means of the central nervous system. Impulses passing from the higher centers to the medullary centers bring about greater pulmonary ventilation and a rise of arterial pressure. Thus, the impulses provide a more abundant supply of blood to the skeletal muscles, the brain and the heart at, or sometimes even before, the very beginning of exercise. There is a greater outflow of impulses from the higher centers to the medullary centers. The acceleration of the heart in exercise is due mainly to inhibition of the cardio-inhibitory center.

It is common knowledge that, in order to function, every living tissue must have nerve connections either directly or indirectly with the central nervous system. A few of the nerve arrangements are listed below:

1. The nerve centers in the medulla oblongata which control both the diaphragmic and the intercostal muscles, and the heart rate;

2. The efferent nerve fibers which run from the central nervous system to the muscles, and the afferent nerve fibers which conduct impulses from the peripheral surface to the central nervous system;

3. The cortical patterns which are designed in the cortical region of the brain;

4. The synapses which are located in the central nervous system;

5. The sympathetic nerve centers which control the viscera, etc.

According to William Howell[19] the strength of impulses and their velocities are affected by variation and by temperature:

"The strength of the impulse and its velocity may be modified in various ways by the action of temperature, . . . pressure, etc. Variations of temperature as stated elsewhere change the velocity of propagation of the impulse. The velocity increases with a rise of temperature up to a certain point. So also the irritability as well as the conductivity of the nerve fiber is influenced markedly by temperature. . . . It is an interesting fact that the conductivity of the nerve may be suspended also by deprivation of oxygen. . . . A nerve fiber surrounded by an oxygen free atmosphere will slowly lose its conductivity, and this property will be restored promptly upon the admission of oxygen. Compression of a nerve will also suspend its conductivity without permanently injuring the fibers, provided that the pressure is properly graduated."

The phases of contraction, refraction, and relaxation, and the latent period, all of which are concerned with muscular performance, receive stimulations from the nerve fibers. If the heart does step up the velocity of these impulses going to these units, then warming up does have a decided effect upon the performance, because heat is produced in warming up.

As the tissues become more permeable on account of activity during the warm-up period, the nerve endings in the proto-

19. Howell, Wm. H., *Physiology*, 12th Edition, W. B. Saunders and Company, Philadelphia, 1933, pp. 121, 122, 123.

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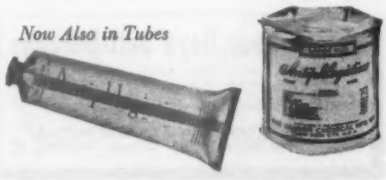

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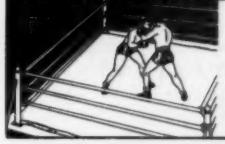

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plasmic material of the muscle tissue become more exposed and more susceptible to irritability. The rise in temperature of the body aids these processes materially. The blood and body temperature over the entire body rises as a result of the warm-up period; thus, every phase of the nervous system becomes more efficient. However, if the warm-up period is carried too far, fatigue will set in. If the heart rate and the minute volume are increased during activity, more blood must be exposed to the different tissues of the body. The medium exchange of oxygen and of CO_2 is through the blood.

Respiratory Effects of Warming-Up

The respiratory effects of warming up have been considered elsewhere. It is necessary, however, to mention a few phases, not otherwise mentioned.

In increased respiration there is a voluntary reflex response, the center of which is located in the cortical centers. As the warm-up period progresses, the nerve centers stimulate the nerves which control the alveoli of the lungs, and they become more permeable; thus, the passage of oxygen and of CO_2 is permitted more readily. With increased respiration comes increased body temperature.

Glycogen in the presence of O_2 and water breaks up into energy, heat, water, and lactic acid. Energy is used to do work. Some of the heat is used to raise the body temperature, and some is given off with the water as perspiration, expiration, and urine. The intensity of the warm-up will determine the intensity of the above conditions. The exercise which is to follow the warm-up will determine the intensity of the warm-up. Every factor must be considered to get the optimum rate of respiration for the ensuing performance.

A study made by Grollman[20] concerning the effect of mild muscular exercise on the cardiac output shows that mild exercise has very little relationship between oxygen consumption and cardiac output. The study does show, however, that there is a given cardiac output with increased oxygen consumption, but this increase does not parallel the increase of oxygen consumption. During exercise the active muscles take up much more oxygen through the median of the blood than they do during rest. The blood flows faster and consequently, more will pass by a given point.

The flow of blood and the consumption of oxygen will depend upon the severity of the exercise. As the exercise increases, the rate of consumption increases not because the diffusing surface is much greater, but because the increase in acidity favors the disassociation of hemoglobin. In moderate exercise little or no lactic acid accumulates in the blood; moreover, it is probable that oxygen pressure approaches zero only in regions the most remote from capillaries. As work becomes more severe, the zone of high lactic acid concentration and of low oxygen concentration approaches the capillaries. Increase in muscular activity, however moderate, changes the carbonic acid content, reaction, and other physio-chemical properties of the tissues.

Conclusions

Warming up is, and always has been, an important procedure in any form of physical activity where time is an element in competition. Participants have taken advantage of those few minutes prior to the starting of an activity to warm up in order to increase their efficiency, to prevent an injury from the pulling of a muscle, to start a good sweat, to get the feel of the ball, etc.

Many procedures have been advocated as being good warm-up drills; in some circles mass drills, to be practiced prior to an event, are learned by a group. Those individuals who have advocated such procedures surely must know the fallacy of such a custom. If we are to believe the facts as they are outlined in this paper, we must be aware of the great need for each individual to know his own capacity. We can rest assured that there are as many levels of warming up as there are individuals, and that there are as many levels of warming up as there are types of activities. The situation is further complicated by sex, nutritive state, temperature, position of body, psychic conditions, etc. In order to secure the proper results from warming up, a number of physiological factors must be recognized, namely: proper rest, proper food, situation conducive to proper digestion, air free from contamination, proper elimination, proper care of the body, indivdual limits of fatigue, etc.

We are convinced from evidence herein presented that a number of conditions are gradually being changed in warming up such as the processes in the alimentary canal, the shifting of the blood from the abdominal organs to the organs immediately essential to muscular exertion, the increased vigor of contraction of the heart, the discharge of extra blood corpuscles from the spleen, the deeper respiration, the dilation of the bronchioles, and the mobilizing of sugar in the circulation.

Scientists have not as yet determined the extent of warming up for individuals per activity and per condition; consequently, until such a determination is made, each one of us will have to decide the extent of his own level by trial and error.

20. Grollman, Arthur, "The Effect of Mild Muscular Exercise on the Cardiac Output," *Am. Jour. of Physiol.*, Jan., 1931, 96, p. 14.

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By Woody Hatfield
Director of Athletics, Hickman High School, Columbia, Missouri

DURING these times in which our war effort program is taking many items of equipment, which we need in athletics, it is important that we put a great deal of emphasis on care and maintenance of all athletic equipment. It is now imperative to the life of our program that we keep all athletic equipment in service as long as possible. We must pledge ourselves to make every effort possible to conserve supplies and equipment. Priority diversion of such basic materials as rubber and leather is making this increasingly necessary. It is the duty of every coach to conserve athletic supplies in such a way that maximum service will be realized.

Many coaches have been criticized, and in most cases with justification, for their complete disregard for taking care of school athletic equipment. This type of coach, in my opinion, is not doing the job in keeping with what is expected of him. Only the lazy or indifferent coach will now overlook the possibilities that he has to be of real service to his school by the efficient handling of equipment. Progressive coaches, who are alert to the needs of the time, will not neglect this responsibility.

At the present time there exists a definite curtailment of raw materials that our manufacturers need for making athletic supplies. There is every reason to believe that we will experience still greater curtailment as the war effort of this country is expanded. Thus, we can readily see the need, now and in the future, for conservation of equipment, in order to meet the needs of our already rapidly expanding programs.

In the physical education programs of our schools we are playing an important part in the whole national defense and welfare program. Our playing equipment must be kept in service as long as possible or the whole school athletic program may be adversely affected in the near future.

There are many different recognized ways in which athletic goods may be handled in order to give maximum service. Reconditioning of equipment each season is highly important. The process of reconditioning, for the most part, should be entrusted to some reputable firm that gives specialized service in the reconditioning of athletic equipment.

We should all realize that there is real economy in having athletic equipment reconditioned by modern methods. I believe I am safe in saying that more athletic equipment is actually rotted out than worn out. It certainly pays in the end to avoid the ravages of perspiration, dirt, and moths. These things play havoc with neglected equipment. It is definitely a coach's responsibility to see that equipment is sent away to be cleaned, sterilized, and repaired. How much of this equipment you send away depends on your own situation. Present indications are that a great deal more of this type work will be done in the future than there has been in the past.

It is not my idea to encroach on the work of reconditioning firms, but to make you alert to the needs of the time. It may be, I will be able to give you an additional idea that will be helpful in obtaining the greatest service from your supplies.

I have visited many schools recently and have found that there is an utter disregard, in several cases, for taking care of school athletic equipment. A majority of the schools do not have an adequate storeroom. It seems to me that it is an unwise and serious mistake to purchase good equipment and not have a place to store it properly. This is a great display of the worst kind of false economy.

A storeroom is needed in which you have plenty of well-marked shelves and enclosures for storing athletic equipment and not as a catch-all storage. If your space is inadequate, as is sometimes the case, the least you can do is take inventory of the space you have available. Rearrange your equipment to utilize the space in the most efficient manner.

In supervising your storeroom, you should allow boys to enter only under supervision. Not only should you keep all equipment space plainly marked but keep all shelves and the floor clean. Provide for the best ventilation possible under the circumstances. Thorough cleaning of the storeroom regularly is essential.

Some General Administrative Suggestions for Handling Equipment

1. Each boy making a trip should have an individual carry-all bag. The protection afforded by this bag will more than pay for the cost. Many suits can be soiled or torn before they are ever used, unless they are packed properly for trips.
2. Keep accurate records of every item of equipment issued or exchanged. The individual card system is one of the best methods.
3. Do not allow players to wear athletic equipment for street wear such as hoods and warmers. This is a matter of training your boys.
4. Thoroughly dry and air all equipment after it has been used. Wet equipment deteriorates rapidly and loses its shape.
5. Never store equipment at the close of a season until it has been thoroughly cleaned. It is false economy and very insanitary to store equipment that has not been properly cleaned.
6. Have all equipment, that is damaged during the season, repaired immediately if it is to be put back into service that season.
7. Taping equipment together with adhesive tape is a questionable practice and expensive, to say the least. It may, however, be used in an emergency. Small holes in jerseys may be temporarily mended to keep the hole from spreading by placing a small piece of tape on the underneath side of the jersey to cover the hole.
8. All knitted goods or goods that might be attacked by moths should be stored, in boxes with moth flakes or moth balls, and tightly sealed.
9. If you use student managers, and you should, if possible, carefully train them in their duties so that they may assume their share of responsibility. However, do not expect them to do all your work for you.
10. At the close of the school year, leave all equipment in readiness for issuing the next fall. Do not shirk your duty if you happen to be going to a new job the following year. Check carefully the storage of all equipment before leaving school on your vacation.

The Care and Maintenance of Balls and Leather Goods

1. All balls should be kept properly inflated when in use. Follow the manufacturers' regulations as to recommended ball pressure. When inflating rubber valve balls, dip the inflation needle in glycerin and insert for inflation. As soon as the ball has been inflated to the desired pressure, turn the ball with the valve down and tap it. This glycerin helps keep the valve from being ruptured during insertion and it also serves as an aid to keep the valve from leaking.

IMPORTANT!

for the duration

UBBER must be stretched! The impact of war has made every American conscious of shortages of vitally essential raw materials, particularly rubber. As you know, this situation is affecting our educational institutions as well as industry and business.

Some schools have recently become panicky over the tire rationing order issued by the Office of Price Administration to the effect that school buses are to be used only for transporting students and teachers to and from schools. Naturally, this eliminates their usage for transporting teams and athletic administrators to and from games, with the result that many schools have summarily stopped various forms of interscholastic contests.

If careful study is made of the rationing order it will be seen to apply *only* to tires that are actually purchased on the rationing basis, *not* to tires already on the buses. Therefore, most schools will be able to make normal use of their equipment for some little time to come, until new tires must be purchased. *Then* the restrictions against using buses for transporting teams will definitely apply. We refer you for further details on this problem to the excellent editorial in this issue of The Athletic Journal.

If sports are curtailed, it will be a serious blow to the morale of the nation. We therefore believe that all schools should do their utmost to maintain compact schedules. Naturally, you will do all you can to conserve your tires, but basketball, baseball, football and track teams must be provided with transportation if their scheduled games are to be played.

On page 47 of this issue, The Athletic Journal is running a questionnaire coupon. We urge you to fill out and mail this coupon to the Journal at once, so that The Athletic Institute may collaborate with the Journal in preparing the necessary data to be forwarded to Washington, without which there cannot be any hope of a relaxing of the restriction on the use of school buses for transporting teams to and from games. You owe it to yourself and athletics in general to fill out the coupon and mail it *today*. America must be kept sport-conscious. Do your part to keep the game going!

The Athletic Institute issues a series of bulletins on the organization, administration, financing, officiating, coaching and supervision of baseball. Also, how to construct tennis courts, instruction for tennis schools and tips for amateurs by well-known stars. Send for free bulletin list.

THE Pridemark OF AN INDUSTRY
THE ATHLETIC INSTITUTE INC.
Make the Most of Playtime
COLLABORATING WITH THE AMERICAN LEGION AND THE N.C.A.A.
A NON-PROFIT ORGANIZATION

THE ATHLETIC INSTITUTE, INC.
209 SOUTH STATE STREET, CHICAGO

Make the Most of Playtime

2. Inflate a new stitch seam ball, such as a football, to about half the recommended pressure and shape it by pressure, rolling it along the seams. Partially deflate after all games. Molded balls seldom require shaping because this is done at the factory.
3. Clean footballs with saddle soap or liquid ball cleaner about once a week or oftener. How often you repeat the cleaning operation depends upon your playing surface and whether or not you practice in the mud. Basketball and other leather-covered indoor balls should be cleaned regularly. This usually depends on the cleanliness of the floor where the balls are being used.
4. Instruct your boys in the proper use of the balls. Caution them against conditions that cause excessive wear such as throwing or kicking footballs on a cinder track.
5. Do not throw away balls that can be repaired. Have them repaired and put them back into service.
6. All leather goods should be cleaned and then preserved by a leather preservative.

Above all, remember that a great saving can be realized by the application of a little thought, time, and effort on your part. We need to revive one of the objectives in our program. *To keep our equipment in a serviceable condition as long as possible.*

Let's Keep 'Em Playing.

The Portland Interscholastic Athletic Insurance Plan

(Continued from page 16)

are exposed to injuries to a greater degree than schools with adequate reserves.

10. A more uniform method of taping ankles, knees, and wrists to insure the maximum amount of support and flexibility. At the suggestion of the Committee one of its members will arrange to have a conference with all the coaches to discuss acceptable methods.

A meeting of coaches for all sports, the director of the department, attending game physicians, and members of the Medical Committee, was held to discuss the recommendations above mentioned. Subsequent meetings were held with coaches, athletic directors and the department director in which the injury by schools and insurance problems in general were discussed. All were urged to do their very best to minimize the injuries on their squads. The twenty-five boys hurt seriously the previous season were barred from further football participation. The insurance rates were raised to $3.00 for football, and $1.00 for every other sport.

An insurance contract was written with an insurance company and given to each boy insured.

Copy of Policy

IN consideration of the payment in advance of a premium of.....Dollars, does hereby insure.....(Name of Insured) of.....(Name of School) (Address)..... from 12;01 A.M. on....., 19...., to 12:01 A.M. on....., 19...., Standard Time, at the place where the application for this policy is dated, subject to all the conditions of the policy; and will pay benefits as herein provided.

A. In the event that the Insured while covered under this Policy shall sustain a personal bodily injury which is effected directly and independently of all other causes, through accidental means, and while engaged in the play or practice of .....(Sports) and while under the direction and supervision of the Coach or Athletic Director, and sustained within the enclosures designated for the purpose of play, or practice; or while in transportation to or from places of play or practice in a common carrier vehicle or chartered school bus, and where such bodily injury results within thirty days from date of accident in any of the losses enumerated below, the Company will pay as follows:

In the event the Insured shall sustain an injury as described in Part A which shall require within thirty days from date of accident medical or surgical treatment, dental treatment, hospital confinement or the employment of a trained nurse, the Company will pay the expense of such treatment, hospital charges and nurses' fees, up to an amount not exceeding THREE HUNDRED DOLLARS in the aggregate for any one injury.

The Company shall not be liable for medical or surgical fees, dental fees, hospital charges or nurses' fees charged in excess of the recognized Fee Schedule approved by the Industrial Accident Commission of the State of Oregon.

STANDARD PROVISIONS: 1. This policy includes the endorsements and attached papers if any, and contains the entire contract of insurance. No reduction shall be made in any indemnity herein provided by reason of change in the occupation of the insured or by reason of his doing any act or thing pertaining to any other occupation. 2. No statement made by the applicant for insurance not included herein shall avoid the policy or be used in any legal proceeding hereunder. No agent has authority to change this policy or to waive any of its provisions. No change in this policy shall be valid, unless approved by an executive officer of the Company and such approval be endorsed hereon. 3. If default be made in the payment of the agreed premium for this policy, the subsequent acceptance of a premium by the Company or by any of its duly authorized agents shall reinstate the policy, but only to cover loss resulting from accidental injury thereafter sustained. 4. Written notice of injury on which claim may be based must be given to the Company within twenty (20) days after the date of the accident causing such injury. In the event of accidental death immediate notice thereof must be given to the Company. 5. Such notice given by or in behalf of the Insured or beneficiary, as the case may be, to the Company, or to any authorized agent of the Company with particulars sufficient to identify the Insured, shall be deemed to be notice to the Company. Failure to give notice within the time provided in this policy shall not invalidate any claim if it shall be shown not to have been reasonably possible to give such notice and that notice was given as soon as was reasonably possible. 6. The Company upon receipt of such notice, will furnish to the claimant such forms as are usually furnished by it for filing proofs of loss. If such forms are not so furnished within fifteen days after the receipt of such notice, the claimant shall be deemed to have complied with the requirements of this policy as to proof of loss upon submitting within the time fixed in the policy for filing proofs of loss, written proof covering the occurrence, character and extent of the loss for which claim is made. 7. Affirmative proof of loss must be furnished to the Insurer at its said office within ninety days after the date of the loss for which claim is made. 8. The Company shall have the right and opportunity to examine the person of the Insured when and so often as it may reasonably require during the pendency of claim hereunder, and also the right and opportunity to make an autopsy in case of death where it is not forbidden by law. 9. All indemnities provided in this policy will be paid immediately after receipt of due proof. 10. Indemnity for loss of life of the Insured is payable to the beneficiary if surviving the Insured, and otherwise to the estate of the Insured. All other indemnities of this policy are payable to the Insured. 11. If the Insured shall at any time change his occupation to one classified by the Insurers as less hazardous than that stated in the policy, the Insurer, upon written request of the Insured, and

surrender of the policy, will cancel the same and will return to the Insured the unearned premium. 12. Consent of the beneficiary shall not be requisite to surrender or assignment of this policy, or to change of beneficiary, or to any other changes in the policy. 13. No action at law or in equity shall be brought to recover on this policy prior to the expiration of sixty days after proof of loss has been filed in accordance with the requirements of this policy nor shall such action be brought at all unless brought within two years from the expiration of the time within which proof of loss is required by the policy. 14. If any time limitation of this policy with respect to giving notice of claim or furnishing proof of loss is less than that permitted by the law of the State in which the Insured resides at the time this policy is issued, such limitation is hereby extended to agree with the minimum period permitted by such law.

GENERAL PROVISIONS. 1. The Company shall be liable only in cases where the Insured has reported the injury to the Coach or Athletic Director at the time of accident and has within forty-eight hours after the accident procured the professional attendance of a legally qualified physician or surgeon. 2. Indemnity shall not be payable for any of the losses provided herein caused by injury received prior to the date of this policy, nor for any loss not specifically provided for herein. 3. The insurance under this policy shall not cover any loss caused directly or indirectly, wholly or in part by sickness or disease, or by bodily or mental infirmity, or by bacterial infection (except pyogenic infections which shall occur with or through an accidental cut or wound), or by injuries intentionally self-inflicted, or by hernia or rupture. 4. This policy may be renewed with the consent of the Company and by the payment in advance of the specified premium for such further period as may be granted by the Company and so stated in the renewal receipt issued by the Company. 5. Insurance under this policy for any specific sport shall be for the season of the sport, not exceeding three months. Insurance for all sports shall terminate as of the date of the closing of school for the summer vacation. 6. The Company shall not be liable for medical, dental, or surgical treatment or hospitalization furnished more than six months from the date of injury unless approved and authorized by the Company. 7. The Company shall not be liable for the expense of atomizers, syringes, abdominal belts, braces, eyeglasses, artificial limbs or members, or other mechanical appliances or apparatus or sick room equipment, or patent or proprietary remedies sold without prescription.

IN WITNESS WHEREOF, the Company has caused this policy to be signed

FOR STADIUMS... TENNIS COURTS... RECREATIONAL FIELDS

Athletic Directors who are responsible for producing winning teams are giving more thought to proper playing conditions. After all, a halfback who slips and falls on the five yard line, because of insecure footing, can't be blamed if the turf is not set the way it should be.

Nor can the split second dash man be brought to his peak with cinders that are loose and wavy.

The Toro Power Roller is the answer to good playing conditions. Hundreds of Universities and Schools know it and depend on it. For Football, Baseball, Track and Tennis it can't be beat.... Every Athletic Plant should have one.

WRITE TODAY FOR CATALOG ON TORO POWER ROLLERS AND MOWERS

TORO MANUFACTURING CORP.
MINNEAPOLIS, MINN. U.S.A.
Mowing Machinery Specialists for over 20 Years

by its President and its Secretary, and dated this.....day of....., 19...., but it shall not be binding unless countersigned by its duly authorized Policy Writer.

(Signed) Secretary President

Countersigned by.....
Authorized Representative

Order-for-treatment slips which included the detailed account of the injury were used. Statistics were compiled from the injury reports by the insurance agency.

ATHLETES EXAMINED

Year	Number Examined	Rejected	Restricted
1938 (football & basketball only)	942	35	
1939	2783	125	60
1940	2471	136	37

SUMMARY OF FOOTBALL INSURANCE

	1939	1940
Number of students insured	766	841
Number of students injured	306	194
Number of major injuries	15	——
Cost of insuring football	$4416.67	$2478.98
Average cost per student insured	$5.45	$2.79
Cost of Portland Insurance Plan as compared to California and Wisconsin Federation plans.		
Cost per student insured Portland Plan	$1.87	
Cost per student insured Federation Plans	1.74	
Hospitalization days required	383	33

DETAILED REPORT OF FOOTBALL INJURIES

Nature of Injuries	*1939*	*1940*
Abdominal Injuries	3	2
Abrasion of Vital Organs	—	1
Ankle—Fracture	2	—
Ankle—Injuries	5	1
Ankle—Sprains	30	8
Arm—Bruise	5	3
Arm—Fracture	3	1
Arm Fungus Infection	—	1
Arm Ligament Torn	—	1
Back Injuries	11	9
Brain Concussion	2	4
Chest Contusion	4	—
Chest Injury	—	4
Chest Strain	—	2
Chin Laceration	1	2
Chiro. Treatment	1	—
Clavicle Bruise	2	—
Clavicle Sprain	—	7
Clavicle Fracture	3	3
Coccyx Injury	1	—
Ear Laceration	—	3
Elbow Injury	6	4
Elbow Dislocation	2	1
Elbow Cartilage Removed	1	—
Elbow Fracture	3	—
Elbow Sprain	—	2
Eye Laceration	3	6
Finger Dislocation	1	1
Finger Fractiure	4	2
Finger Injuries	17	11
Foot Fracture	—	1
Foot Infection	2	2
Foot Strain	8	—
Hand Injury	3	3
Head Bruise	3	4
Head Contusion	—	1
Head Fracture (Malar)	2	—
Heel—Achilles Strain	1	—
Hip Fracture	2	—
Hip Laceration	1	—
Hip Strain	4	1
Jaw Injury	4	—
Knee Cartilege (Operated)	4	—
Knee Abrasion	1	2
Knee Contusion	9	5
Knee Infection	3	3
Knee—Ligament Rupture	1	—
Knee—Semilunar Separation	—	1
Knee Sprain	23	10
Knee Strain	—	3
Leg Bruise	—	8
Leg Fracture	—	1
Leg Infection	10	2
Leg Hematoma	—	3
Leg Injury	—	1
Leg Sprain	24	1
Lip Laceration	1	2
Muscle Strain	1	6
Neck Strain	3	1
Nose Bruise	9	10
Nose Fracture	10	8
Nose Sub-Mucous Resection	2	—
Radius—Strain	1	—
Rib Contusion	9	1
Rib Fracture	—	1
Shoulder Dislocation	2	1
Shoulder Injuries	13	7
Spine Injury	1	—
Thigh Contusion	1	—
Thigh Strain	—	2
Toe Infection	1	1
Tooth Broken	9	12
Tooth Injury	5	5
Tooth Replaced	1	—
Tumor Calcified	1	—
Wrist Fracture	2	5
Wrist Injury	—	1
Wrist Separation	—	1
Wrist Sprain	—	1
Wrist Strain	7	—
	1939	*1940*
TOTAL INJURIES	294	194

ORDER-FOR-TREATMENT AND RELEASE BLANK
INSURANCE COMPANY
INSTRUCTIONS TO DOCTOR

The following statements must be made by the physician or dentist who attended the claimant for injuries for which payment is requested under the Athletes' Insurance Plan carried by School District No. 1, Portland, Oregon. If more than one physician attended the claimant for said injury, additional forms will be furnished for statements of such other physician, if required.

This blank must be filed with the M. F. Bradley Agency, 825 Bedell Building, Portland, Oregon, within five days of the date of presentation or the claim cannot be recognized, and so payment can be made. If treatment has not been completed another blank will be furnished for the final report.

The student must present Order for Treatment, signed by his Coach, on first call for medical attention. Payments will be made on the basis of the fee schedule of the Oregon State Industrial Accident Commission as published in their pamphlet dated April 1, 1938. Payments will be made immediately following the release of the injured athlete by the doctor and filing of proper statements with the insurance company.

1. Name of Student.....Age....
2. I was first called on the.....day of....., 194.., to attend him on account of.....(Describe the injury, giving the character, extent, and complications. State specifically exact location of the injury.)
3. Describe your treatment and operation, if any, performed on claimant for said injury .....
4. Has claimant ever been, or is he now, suffering from any constitutional or local disease, either hereditary or acquired?..... If so, explain fully .....
5. Is there any evidence of an old injury of a similar character?.....
6. Give name and address of any consulting or assisting physician or surgeon.....
7. Does this injury, in your opinion, in any way impair this student's future health? .....
8. Do you consider this student able to participate in further athletic competition without restriction?..... If not, what type of activity do you recommend? .....

.....
Date

.....
Signature of Physician or Dentist

RELEASE BY ATTENDING PHYSICIAN

.....(Name of Student) is hereby released for further participation in.....(Name of Sport)

.....
Date

.....
Signature

Student Must Present Release to Coach Before Resuming Athletic Activity.

INSURANCE COMPANY—(back)
Order-for-Treatment and Release Blank

Order for Treatment of School Athlete

To .....

Fill in name of Doctor or Hospital

This will authorize treatment of.....

.....for an injury sustained on....., 194..., while participating in.....(Name of Sport)

.....

Name and Address of School

.....

Signature of Coach or School Head

This order is required for the first treatment for any injury. Subsequent treatments for the same injury may be given without further authorization.

(Instructions to Doctor on reverse side)

Statement of Coach

(To be filed in connection with all athletic injuries if medical care is necessary.)

Report on .....

(Name of Student)

of ..... High School.

The purpose of this blank is to assist in the more definite determination of the causes of injuries. In order to secure complete information on each injury, the Statement of the coach is required.

The boy was injured in a regularly supervised ..... Game; ..... Scrimmage; .....; ..... Practice Session; on (date) .....

The boy had ..... time outs previous to injury.

The boy was promptly removed from the ..... Game; ..... Scrimmage; .....Practice Session; and cared for by the attending ..... physician; ..... coach.

(To Be Concluded in April Issue)

What the Schools Are Doing

(Continued from page 5)

and physical condition of its people. We cannot do so any more than we can afford to let intelligence sink to a low level.

But after the war is over, what then? It is clear in my thinking that we will need men and women of hardy constitution, with a knowledge of the value of all working together for the common good of all. We will need them more then than now. Now we are geared to a clear-cut united effort, that of winning the war and a right to live as we want to. But after the war is over we go back to our several ways of life, our different occupations, our different desires, and then is when it will take men who are aware of what it takes to make a great Democratic nation. Men and women with a vision and a determination to carry on on that basis.

I think it true that Democracy cannot long exist as a form of government unless

GIVE YOUR ATHLETES THE ADVANTAGES OF

McARTHUR

GYM TOWELS AND ROBES

"Play Ball" with your athletes . . . give them the advantages of a good, clean towel system! McArthur Gym Towels are used by leading schools throughout the country. Extremely rugged, highly absorbent and most economical . . . they are your best buy for use with towel systems. McArthur Velva-Terry Robes are first choice of swim teams. *Write for details.*

GEO. McARTHUR & SONS, BARABOO, WIS.

MEDART OFFERS THE OFFICIAL FAN-SHAPED BACKBOARD . . .

ONE PIECE STEEL CONSTRUCTION

Of course, you want the new, fan-shaped backboard—the only type now recognized as "Official" by the National Basketball Committee of the United States and Canada. The Medart Backboard fully meets official specifications and is fabricated of one piece of steel, strongly braced and priced within the reach of all. Be ready for the new season. Replace your old equipment without delay.

Write for Catalog

Fred MEDART Mfg. Co.

3542 DeKalb Street St. Louis, Mo.

the people within such a nation are willing to subject themselves to the regimentation of social living so necessary to Democracy. On our football fields, basketball courts, baseball diamonds, tennis courts and golf courses, people are learning how to work and play together for the common good of all.

Let us not curtail these activities more than absolutely necessary. True, our big objective now is to win the war, but even now it is necessary to keep our chins up, our courage at top flight, and our activities as normal as possible.

Again, we do not pretend to say what post-war days may be like, but we venture to say that we will need our people "physically strong, mentally awake, and morally straight," no matter what the conditions may be.

Shall we keep our young people busy in those activities which will help them grow as they should? The answer must be yes!

Guided Use of All Available Time for Physical Education Helps Build Physically Fit Men

By Jack F. George

Director, Physical Education, Mexico Academy and Central School, Mexico, New York

IN recent years, our state has incorporated into its health and physical education program, a time requirement which is difficult to meet in the majority of schools. According to the state syllabus, the Physical Education Department should have a program that gives a minimum of three hundred minutes of physical education per week. This new requirement challenged me to attempt to solve the problem. This solution is possible with average equipment, insufficient personnel, available outdoor playground, and administrative personnel. The program which we have found workable functions very well for seven or eight months out of the school year. The weather is a primary factor as the majority of our activities are scheduled out-of-doors. We hear a great deal about physical fitness, morale, and leadership today. The army tells us that recruits lack these essential qualities necessary for army success. Education should be building these characteristics and physical education should play an important part in the process. Every physical director should review his program and determine if it is possible for him to increase the facilities of his school, club, or athletic organization.

Through various experimentation, we have found that there is more time for physical education which previously had been neglected in our school by both administrator and student. We believe that we have made this unguided leisure time available for physical education activities.

The average student's program allows only two regular physical education classes per week. Most of our students register for four academic subjects, and as there are six periods in our school day (plus an activity period), the boy or girl has a maximum of eight study periods per week. When the student takes special instruction in band, vocal, or some other type of education, this study time is further reduced.

The physical education department should not try to force an extra period of physical education into a schedule of this type. I believe that the student would be overburdened and a breaking down process rather than a building-up program would be more likely to be the outcome. It is true that this is done in some schools, but it is my contention that this is certainly one of those places where a functional program in health is worth thinking about. If we keep the student in high gear all day, he will become tired with a resulting low standard of work as well as physical fitness. We cannot have physical fitness with nervous drains and physical strains present.

In addition to the problem of getting sufficient time to meet the state requirement, we also have an additional problem of building morale and leadership in our school. I believe that every school has this problem and it is our duty to build these qualities in the students' life while he is in school. Army officers tell us that the army camp has to build these characteristics. The physical education program should start this building process and the army should finish it. On the contrary, military authorities inform us that they have to do the entire job.

Every physical director has faced the problem of obtaining more time for physical education and he is acquainted with the various methods to accomplish this. It has been my experience to observe cases in which schools accept proof of outside physical activity and enter it in the record as "physical education." This practice has led to what might be called burglarized physical education. In other words if a pupil does so much walking and so many chores at home, that student is accredited with so many minutes of time. Is this what we are trying to accomplish? The student certainly is not learning new skills, or enjoying his activity. This is a poor substitute for what we are striving to do. If this is physical education, why teach it in the schools?

Our program is organized in the following manner. Each student is scheduled for two regular physical education classes during each week. In addition to our six academic periods per day, we have an activity period in which all clubs are scheduled. It is this period in which we gain two more periods of physical education for each pupil per week. After-school activities are impossible as we have a centralized school and the students go home by bus immediately, when school is dismissed.

At the beginning of the school year, the physical education teachers meet with the other activity teachers and the intra-mural program is arranged first because more pupils are supervised in the physical education department. When this is completed, the other clubs schedule their meetings so that there will not be too much conflict with the intra-mural schedule. This method of scheduling gives our department access to a homogeneous group of students on two definite periods per week in addition to the two regularly scheduled periods of physical education. In the spring and fall, the entire senior or junior high school may be playing their intra-mural games under the supervision of student leadership at one time. Our playground areas facilitate this large group participation. As a rule, rural or central schools have sufficient play areas for a program of this type. In order to accomplish this, games have to be selected carefully and they also have to be curtailed in some respects to conserve ground.

The grade intra-mural program is scheduled for the noon hour during the time when the rest of the school is eating lunch. The grade students have lunch during the activity period when the junior and senior high school are having their intra-mural program. I am a sincere believer in starting the intra-mural program in the grades. From experience, the fourth grade seems to be a good place to start competitive games on an intra-mural basis. The fourth, fifth, and sixth grades are also scheduled so that they have two intra-mural periods per week. Student leaders supervise all grade intra-mural activities.

In addition to the intra-mural program in the grades and high school, we have an additional noon-hour program in the gymnasium and corridors. The junior and senior high school have a twenty-five minute free period at noon. In the gymnasium and corridors, we have activities conducive to after-lunch recreation. Social dancing is the primary attraction and is a direct result of the persistent teaching of the physical education department. Dancing seems to be the one activity where we have the least amount of "spectatoritis" present. Most of the students are actually dancing which would not be the case if a game were being played. Our gymnasium is large enough to accommodate the junior or senior high school as the case might be. Other activities are also available in the gymnasium. Our lower halls have many sets of box hockey which keep the more aggressive individuals occupied.

The reader is probably wondering how this program is possible with a staff of two people. Student leadership is the answer. I believe if a school had only one

physical director that a similar program could be organized. We feel that the morale of our school is definitely better and this system of leadership certainly did not retard this process. The boys' program is supervised by a Varsity Club which is composed of boys on athletic squads in the school. These boys are definitely respected and consequently achieve excellent results in the program. The girls' program is supervised by a similar group of superior girl athletes. Together the two clubs have the outstanding students in the school. In addition to building morale, of course leaders are being trained for tomorrow's citizens.

In conclusion, we know we have increased our physical education facilities and extended more time to the individual student. Perhaps we do not fulfill our state requirements every week, but we definitely have improved our program. In the process, all available time for building morale, leadership and physical fitness has been utilized.

Garden City Steps Up Physical Education Program to Meet Physical Fitness Needs

By Carroll H. Smith

Director, Health and Physical Education, Garden City, New York, Public Schools

ALTHOUGH Garden City has offered one of the most adequate programs of health and physical education and athletics in the country, it has felt that in times like these, more stress should be placed on a conditioning program. Whether this war lasts one year or ten years, its burden is going to fall on the youth of today. It is the job of the physical education departments to make boys and girls physically fit, not necessarily for service in our armed forces, but fit for living during, and after the war.

Health Service: The Garden City schools offer a complete program of health service to the school child. Every child is given a physical, dental, and eye examination each year. Through the services of two school nurses, the school doctor, the orthopedist, and the dental hygienist, the program of detection and correction of defects is carried out. This service will be stressed even more during the present emergency. Healthful living conditions in the school are encouraged, such as lighting, ventilation, safety procedures, seating, cleanliness, and room temperatures.

Health Education: The Garden City plan of health education has, in the past, been a program of health teaching integrated with the other subjects of the curriculum. Beginning with the next term of school, all boys and girls of the tenth, eleventh, and twelfth grades will be re-

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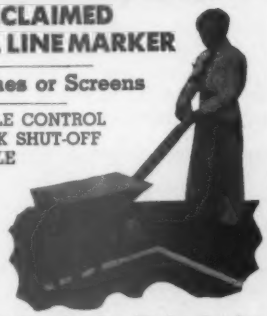

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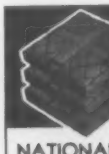

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quired to take three periods of health and physical education per week, one period of which will be a course in health instruction which will include first aid, physiology, healthful living, nutrition, personal hygiene, and personality improvement, This addition to the program will be handled by the present staff of health and physical education.

Physical Education: The program of physical education will become more of a program of physical conditioning. The classes will begin with a series of exercises stressing muscular development of the entire body. Instruction will be given in the fundamentals of marching, the objectives of which are to be the learning of obedience to commands, maintaining good posture, and experiencing of new co-ordinations. Training will be given in mat and apparatus work. The students will be made to appreciate the importance of a properly conditioned body.

The week of March 23 to March 27 inclusive, has been designated by the Garden City schools as Physical Fitness Week. We are asking the co-operation of the teachers, parents, and students, in encouraging and maintaining high standards of physical fitness. On the night of March 27, the school's department of physical education will put on a demonstration of its program, in the Boys' Gymnasium before the parents of the village.

Recreation and Athletics: Every boy and girl in school is required to take part in the after-school program of recreation and athletics. The playing of aggressive games is a valuable contribution to mental and physical fitness. Teamwork, sportsmanship, and courage are qualities developed through this type of program.

Adult Recreation: The gymnasiums of two schools are open to the public on four nights every week. Opportunity for badminton and team sports is available to both men and women in the community and have been during the past five years.

The physical education department is also offering a physical fitness evening to men and women, one night a week. Conditioning exercises, tumbling, apparatus work, and activities suited to individual needs will be offered by members of the department.

It is important that we maintain and promote a positive level of mental and physical well-being now and as a basis for a program of post-war reconstruction. Removal of strains and pressures is important at the present time and as a condition affecting adult life. A well-planned recreation program for the period of childhood is one of the primary requisites in building adult interests and mental well-being.

Kicking—an Important Part of Any Football Offense

(Continued from page 6)

eight to ten inches, depending upon the height of the player and his normal stride. This is the start of the rocker step and the weight is shifted from the stride position to the rear foot. Illustrations 3 and 4 show the shifting of the feet as the ball is about to reach the kicker's hands. This is the position in which the kicker should be as he receives the ball so that he can start his forward stride immediately.

Since the holding technique of the ball is new and I want to pass it on so that you may experiment with it and, I hope, benefit from it. The left hand guides the ball and supports it with the fingers well spread and the grip is made near the middle of the ball. Illustration 5 shows clearly the position and grip of the left hand.

The right hand supports the end of the ball nearer the kicker. The right forearm and arm are slightly lower than the left because of the gripping position of the right hand. It is this grip that varies from the old form of grip. The end of the ball toward the body is supported between the thumb and index finger of the right hand, with the tips of the middle, third, and little fingers gripping the side of the ball. Illustration 6 gives an excellent view of this grip. You will also note that the lace of the ball is rotated to the kicker's right. This is very important and our kickers always place the lace in that direction. Careful analysis shows that the end of the ball does not touch the hand between the thumb and index finger.

Illustration 1.

Our kickers feel more relaxed using this grip than they did with the older method. The left hand does all the guiding of direction of the ball, nose pointed up, horizontal, or down. It will be noticed that the right wrist has a slightly abrupt angle due to the finger gripping, but after considerable practice this causes no trouble and the boys feel more relaxed with this grip.

Thus far we have described the position and the holding of the ball. I like to have my kickers time their step so that the left foot is in its backward position ready for the forward step as the ball strikes the finger tips on its snap back from the center. As the ball reaches the finger tips, the grip is made and the right or forward foot in this position has little weight upon it. The shift of weight onto the rear foot makes is possible to lift the right or forward foot and place it in the same identical spot or a few inches forward. The weight is shifted forward to the right foot and the rear or left foot is brought forward as shown in Illustration 7 with the ball held in its proper position.

Illustration 8 shows the right or kicking foot with the toe well pointed. The hands are low and below the hips, because the ball is placed low on the foot and the long axis is placed on the laces of the shoe.

This is another instance where the style differs distinctly from the usual method of diagonally placing the ball across the instep.

Illustration 9 shows an advanced step in the follow-through. The hands have been carried high above the shoulders; the leg is carried through and will end high, although the picture does not show it. Notice how the weight of the body and momentum cause the kicker to rise on the toe of the left foot.

When the rocker step has been executed correctly from the original starting position of ten yards behind the center, the kick should be made from a distance of eight to nine yards back of the line of scrimmage. This method of stepping speeds up the kick and gives additional protection because of the distance necessary for the defensive linemen to charge. I am suggesting this at this time so kickers may try it out in spring practice.

An Outline for Teaching Boys the Fundamentals of Baseball

(Continued from page 26)

4. Full-arm throw.
5. Snap throw.

III. Fielding-General Fundamentals,
- A. Infield
  1. Handling ground ball,
     - a. When it reaches peak of bounce.
     - b. The "short hop."
  2. Staying in front of ball.
  3. Types of throws from various positions.
  4. Watch the ball until it settles in the hand or glove.
  5. Shifting of feet and throwing to bases.
  6. "Fighting" the ball.
  7. Fielding in various infield set-ups; number of outs, score, men on bases, etc.
  8. Practice drills.
     - a. Have boys try all positions.
     - b. Use game situations. Call out "Man on first, one out etc.," then hit the ball and have infielder make the correct play.
- B. Outfield,
  1. Fly ball.
     - a. Stance.
     - b. Start.
     - c. Cup hands.
     - d. Throwing to correct bases.
       1. Bounce throw to baseman.
       2. Line throw to infielder coming out for a relay throw.
       3. Shifting for batters.
       4. Consideration of weather conditions, wind, sun, etc.
  2. Ground ball.
     - a. If surface is rough bend down on one knee and stop the ball with body if it gets through your hands.
     - b. If play must be hurried, field the ball like an infielder.
     - c. Stop the ball at all cost. The outfield is the last line of defense.

IV. Fielding Positions—Infield.
- A. Explain and demonstrate. First base.
  1. Shifting feet for different types of throws.
  2. Use of the stretch.
  3. Throwing to the pitcher on an assist.
  4. Pivoting on force play at second base.
  5. Playing the base when it is occupied.
- B. Other infield positions.
  1. Shifting for various batters.
  2. Covering bases.
  3. Tagging baserunners. Let runners tag themselves.
  4. Driving runners back to original bases.
  5. Receiving throws from outfield.
  6. Fielding slow and hard hit ground balls.
  7. Fielding fly balls.
  8. Handling balls on double plays.
  9. Covering bases on sacrifice bunt.
  10. Cut off plays.
  11. Defense against double steal.

V. Pitching.
- A. Explain and demonstrate,
  1. Theory and demonstration of curve ball pitching.
  2. Stance.
  3. The wind-up and body pivot.
  4. Follow-through foot position.
  5. Overarm and sidearm delivery.
- B. Pitching situations.
  1. Pitching with bases occupied and unoccupied.
  2. Throwing to bases.
  3. Fielding.
  4. Balks.
- C. General batting weaknesses that pitchers should remember.
  1. Right-handed pitcher to right-handed batter,
     - a. Pitch high and outside-fast.
     - b. Pitch low and outside-fast.
     - c. Curve-ball, letter high.
  2. Right-handed pitcher to left-handed batter,
     - a. Curve ball-inside-letter, high.
     - b. High and inside-fast.
     - c. Low and outside-fast.
- D. Other batting weaknesses that pitchers should watch for,
  1. Stride of batter. For long-striding batter, pitch curve and change of pace. Also high and inside fast ball.
  2. Stance at plate. If far back, pitch outside. If crowding the plate, pitch inside.
  3. Grip on bat too tight. Throw curve.
  4. Bat too heavy or hitter swinging late. Pitch inside.
  5. For choke hitter, pitch out and away.
  6. For full swinger, pitch inside.
- E. General pitching hints.
  1. Keep gloved hand in front of you after pitch, so as to knock down line drives.
  2. Start to first base on all balls hit to right field. Run to the baseline, then parallel with it to receive the throw from first baseman.
  3. Step off the rubber with the left foot first. (Right-handed pitcher.)
  4. Keep the ball hidden. Bring the glove back with the ball.

VI. Catching.
- A. Explain and demonstrate.
  1. Catching position before and after giving signals.
  2. Giving signals.
  3. Holding free hand fingers properly.
  4. Shifting of feet and body. Use boxer's shift.
  5. Pivoting on throw to bases.
  6. Handling fly balls.
  7. Handling bunts. From left side if possible.
  8. Blocking home plate and tagging runner.
  9. Backing up plays at first and third bases.
  10. Use same position for all types of pitches.

VII. Baserunning Fundamentals.
- A. Explain and demonstrate,
  1. Starting to first base.
  2. When stealing—use cross step stay in base line.
  3. Stand in foul territory off third base.
  4. Stand with left foot on bag while watching for signals.

VIII. Sliding—Use track jumping pits if available.
- A. Explain and demonstrate,
  1. Hook slide—either side.
  2. Straight in slide—to break up double plays.
  3. Fade-away slide.
- B. General Hints for Sliding.
  1. Don't hesitate.
  2. Slide on thighs and knees.
  3. Arms and elbows up.
  4. Slide away from the ball. Watch infielders' position.

The fundamentals outlined above are of course gone into more thoroughly during the lecture and practice periods. Baseball rules are also covered in class, questions discussed and knowledge tests given at regular intervals during the season. By using this plan we feel that the boys are absorbing some of the fundamentals of baseball. The mediocre athlete seems to enjoy the game more and the better players appreciate what they learn and strive for improvement.

Keep 'Em Rolling

UNDOUBTEDLY all of the coaches and athletic administrators are aware of the rulings for school buses as incorporated in the "Instructions for Tire Rationing" as issued by the Office of Price Administration.

The report that some schools have cancelled games leads us to believe that the rulings are not thoroughly understood. Hence we are quoting the rulings effective the fifth of January 1942, taken from page 16, paragraph 2 of the rulings.

> "Transportation of students and teachers to and from school.
>
> "1. Certificates shall be issued under this sub section (d) (2) only for school buses.
>
> "2. No vehicle equipped with tires and tubes for which certificates have been granted shall be used for excursions of any character. Transportation shall be provided only from the homes of students and teachers or from regular school bus stops to the regular places of instruction."

These rulings obviously do not apply to tires already on school buses, but only to tires that are secured through rationing certificates. Only then will you no longer be able to use the school buses for transporting your athletic teams.

The schools themselves must take certain steps pertaining to the situation. First, games must be scheduled with nearby schools and long trips cut out. If long trips are scheduled these should be made by public carriers, and not by school buses.

Second, the schools must see that if buses are used for transporting athletic teams this must not be taken to mean spectators and rooting sections.

When and if it is felt that the schools are complying with the above suggestion then proper steps will be taken to present the situation to the proper authorities. The Athletic Institute has offered its services in compiling the various facts and figures. One set of figures that will be extremely useful is a comparison of the total miles driven by school buses and the total amount of miles driven exclusively for transporting athletic teams.

We are glad to co-operate with the Athletic Institute in this worth while endeavor. As such, we are inserting two questions in the Coaches Ready Reference Buying Guide which we hope will be answered by every coach subscriber. The figure for the total mileage driven by school buses may be secured from the principal, or if actual figures are not available an estimate may be made. If your school uses more than one bus the combined mileage driven by all should be taken.

A great deal of work is involved in compiling the figures on a survey of this type so please send in your report today. Come on coaches, let's have 100 per cent co-operation. Governmental agencies cannot be appealed to without supporting facts and figures, hence we can make no request for a relaxation of the order without facts and figures on which to base our appeal. No postage needed—we pay the postage. All reports will be held confidential.

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Your problem is to build the youth of our country into strong healthy young men capable of standing forced marches and dive bombing. To do the job properly more and more emphasis must be placed on athletics and physical education. Programs must be enlarged, facilities must be increased and above all every boy in school must be participating in some manner or means.

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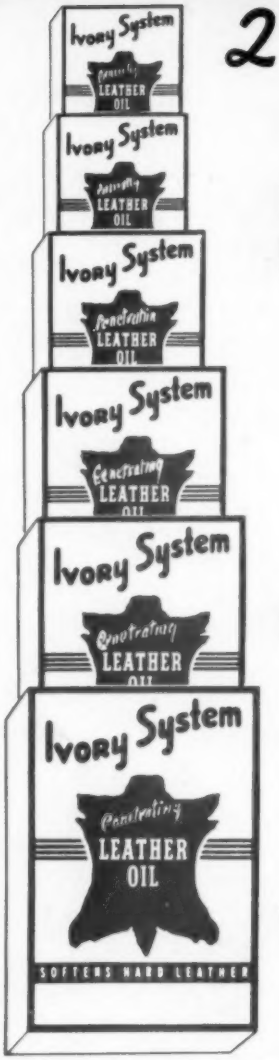

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